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ABSTRACT

Two curriculum kits developed by the American Cancer Society, "An Early Start to Good Health" (K-3) and "Health Network" (4-6), were evaluated. Subjects of the study were 26 elementary school teachers and their students. Volume 1 of this report offers an overview of the evaluation findings on both kits and two outside evaluations of the programs. Volume 2 presents a description of the evaluation design and details the contents of the materials in the four units comprising "An Early Start to Good Health." Specific findings are reported on each unit, including responses from a teacher questionnaire and data from teacher and student interviews. A summary of findings is given and the instruments used in the evaluation are appended. Volume 3 follows the format of the second volume, presenting comprehensive information on specific findings for "Health Network," the second kit. An analysis of the readability and comprehension levels of both curriculum kits is included in this volume. Volume 4 reports findings of a survey on how teachers used both curriculum kits and implemented the programs in their classrooms. (JD)

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ED231772

AN EVALUATION OF THE AMERICAN CANCER SOCIETY ELEMENTARY SCHOOL PUBLIC EDUCATION PROGRAMS

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CENTER FOR HEALTH AND SAFETY STUDIES
DEPARTMENT OF HEALTH AND SAFETY EDUCATION
INDIANA UNIVERSITY
BLOOMINGTON, IN 47405
1983

SP 022 446

An Evaluation of the American Cancer Society Elementary School Public Education Programs

VOLUME 1: SUMMARY AND BACKGROUND PAPERS

Project Staff

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1983

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ACKNOWLEDGEMENTS

Special appreciation is extended to the following individuals for their assistance in the completion of the evaluation:

To Nancy Pigg for her editorial expertise and clerical skill in the preparation of the manuscripts.

To Mark Kaiser, Patrick Norris, Scott Mantie, and Marie Gormley for their assistance as members of the evaluation staff.

To Joyce Arthur, Donna Johnson, Alta Smith, Connie Phillips, Laura Shipley, and Nangnoy Nakornkhet for their clerical support.

To the classroom teachers and children of Indiana who participated in the evaluation.

To Walter James, Jerry Maburn, and the American Cancer Society for their concern for the health of children.

SUMMARY

Introduction

On May 1, 1982, the Department of Health and Safety Education at Indiana University received a one-year contract for $13,931 from the American Cancer Society to evaluate two ACS elementary school health education curriculum kits: An Early Start to Good Health (K-3) and Health Network (4-6). The evaluation was intended to assess general teacher and student reactions to the materials, current procedures and practices employed by teachers in utilizing the materials, the impact of the materials on student health knowledge, and the impact of the materials on student health attitudes and health behavior.

To complete the evaluation, 26 classroom teachers in grades K-6 were recruited from elementary schools in south-central Indiana. During August of 1982, all 26 teachers received an orientation to the curriculum materials from staff members of the Indiana Division of the American Cancer Society. In addition, 14 of the 26 teachers completed a graduate course on methods and materials for health education in elementary schools during the Summer prior to initiation of the evaluation.

The qualitative (naturalistic) method of inquiry was selected to complete the evaluation, since the purpose of a naturalistic evaluation is to discover what outcomes result from a program, regardless of whether or not the outcomes were specified prior to the implementation of the program. Such an approach provides an opportunity to identify program benefits that may not be measured solely by quantitative techniques. In addition, conventional quantitative measurements were employed to assess changes in knowledge and attitude.

All data for the evaluation were collected during the Fall semester of the 1982-83 school year. Methods of data collection included interviews with students and teachers, completion of teacher questionnaires, pre-test/post-test analyses of changes in student knowledge, pre-test/post-test analyses of changes in student attitudes, and assessment of material utilization practices in selected schools. In addition, two individuals with recognized expertise in child health education and extensive experience in the use of the two kits were requested to serve as consultants to the project and render independent outside evaluations of the materials. The reports of the outside consultants are located in Appendices A and B.

An Early Start to Good Health (K-3)

The K-3 curriculum kit consists of four separate units each containing a filmstrip with record or cassette, a poster, student handouts, and a teacher's guide containing suggested student activities. The four units were used in a total of 15 classrooms: Unit 1, My Body (4); Unit 2, My Self (3); Unit 3, My Health (3); and Unit 4, My Choice (5). The 186 children in the 15 classrooms were predominantly Caucasian students of varying ability levels primarily from lower-middle to lower socio-economic levels. Data for this phase of the evaluation were obtained from teacher questionnaires, teacher interviews, student interviews, and teacher perceptions of student reactions to the materials. Findings from the evaluation include:

> All of the teachers felt that the students benefited from exposure to the materials.
>
> None of the teachers felt that the students had difficulty understanding the concepts presented in the materials.
>
> The majority of the teachers reported observable positive changes in student attitudes following exposure to the material. The changes were most evident with Units 1 and 2.
>
> The majority of students were able to recall specific information from the unit used in their classrooms.
>
> The majority of the students reported enjoying the filmstrip included in the unit used in their classrooms.
>
> The majority of the students in grades 1-3 indicated that they would not smoke when they were older.

Fourteen of the 15 teachers (93.33%) rated the experience of using the materials as either a very positive or somewhat positive experience.

Thirteen of the 15 teachers (86.67%) reported that they benefited personally from having used the materials.

In evaluating the overall instructional quality of the units on a five-point scale; Unit 1 received the highest rating (4.25), followed by Units 2 and 4 (4.00), and Unit 3 (3.33).

Eleven of the 15 teachers (73.33%) felt that the unit they used needed to be revised to some extent: Unit 1 (75.00%), Unit 2 (66.67%), Unit 3, (33.33%), Unit 4 (100.00%).

Fourteen of the 15 teachers (93.33%) reported experiencing no problems in preparing to use the materials.

Eight of the teachers (53.33%) presented their particular unit alone, while six of the teachers (40.00%) integrated the unit with other health education materials.

All of the teachers rated the ACS materials as being equal to or better than most other comparable curriculum materials.

All of the teachers indicated that they would recommend the materials to other teachers.

Eleven of the 15 teachers (73.33%) indicated that they would definitely use the materials with future classes.

All of the teachers felt that the teacher's guide was either very useful or of some use.

Thirteen of the 15 teachers (86.67%) felt that the current teacher's guide provides adequate information to successfully implement the activities.

All of the teachers indicated that other teachers could utilize the materials without an orientation session, and 14 of the 15 (93.33%) indicated that they would have had no difficulty utilizing the materials without an orientation.

Health Network (4-6)

The 4-6 curriculum kit consists of three separate units each containing a filmstrip with record or cassette, a teacher's guide containing suggested teacher activities, lesson plans and a filmstrip script, a poster or game, and duplication masters for student handouts. The materials were evaluated by a total of 13 teachers: Unit 4, Special People (5); Unit 5, Health News (6); and Unit 6, Starga's World (2). In addition, control classes were identified for each of the units: Unit 4 (5), Unit 5 (3), and Unit 6 (2). The 474 children participating in the evaluation were predominantly Caucasian students of varying ability levels from communities with relatively small to moderate populations. Data for this phase of the evaluation were obtained from teacher questionnaires, teacher telephone interviews, student interviews, and student pre-test/post-test for each unit. Findings from the evaluation include:

All of the teachers felt that the students benefited from exposure to the material.

The majority of the teachers felt that the students had no difficulty understanding the concepts presented in the materials.

Nine of the 13 teachers (69.23%) reported observable positive changes in student attitudes following exposure to the material.

Analyses of pre-test/post-test data also confirm that student knowledge and attitude were positively influenced by exposure to the material.

Over 80% of the students at all three grade levels felt that children in other classes would like the materials, and over 90% rated the materials as better than or equal to other materials used in their classrooms.

All of the teachers rated the experience of using the materials as either a very positive or somewhat positive experience.

Nine of the 13 teachers (69.23%) reported that they benefited personally from having used the materials.

In evaluating the overall instructional quality of the units on a five-point scale; Unit 4 received the highest rating (4.30), followed by Units 5 and 6 (4.00).

Seven of the 13 teachers (53.85%) felt that the unit they used needed to be revised to some extent: Unit 4 (50.00%), Unit 5 (100.00%), Unit 6 (50.00%).

Eleven of the 13 teachers (84.62%) reported experiencing no problems in using the materials.

Nine of the teachers (69.23%) presented their particular unit alone, while four of the teachers (30.77%) integrated the unit with other materials.

Twelve of the teachers (92.31%) indicated that they would recommend the materials to other teachers.

Eleven of the teachers (84.62%) indicated that they would definitely use the materials with future classes.

All of the teachers felt that the teacher's guide was either very useful or of some use.

Ten of the 13 teachers (76.92%) felt that the current teacher's guide provides adequate information to successfully implement the activities.

None of the teachers felt that an orientation session was necessary to prepare them to use the materials.

Readability and comprehension levels of the materials are appropriate for the grade levels for which they were designed.

Teacher Utilization Study

The teacher utilization study was undertaken to examine procedures and practices employed by teachers in using the materials. The population for the study included 45 elementary schools, located in District 10 of the Indiana Division of the American Cancer Society, that had received copies of the teaching kits. A survey instrument was mailed to the 45 schools, and 27 schools (60.00%) responded. The reported enrollment at the 27 schools was 10,082 students, and the schools were staffed by 356 teachers in grades K-6. The following observations are drawn from the utilization study:

The number of schools reporting possession of the kits correlated closely with ACS records concerning the original placement of the kits.

The majority of the schools reported that the kits in their possession were in good repair.

Teachers in the 27 schools were generally aware that the kits were available in their schools, and they knew where the kits were stored.

The main locations for storing the kits included (1) the school library, (2) the school resource room, and (3) individual classrooms.

The fact that only one kit was placed within each school was not a detriment to utilization of the material.

Actual Utilization of the kits by teachers in the 27 schools was substantial as evidenced by the fact that 139 of the 356 teachers (39.04%) were reported to have used the kits. An Early Start to Good Health was used somewhat more extensively than Health Network.

Some schools reported that all teachers had utilized the materials, while other schools reported that few if any teachers had utilized the materials.

The Usage Report Card system of documentation was ineffective, since 21 of the 27 schools (77.78%) reported that the cards were not completed and mailed as requested. Major reasons for non-compliance included failure to receive the cards, lack of a request to complete the cards, and teacher decision not to complete the cards.

The orientation session provided for teachers by ACS prior to the use of the kits is of undetermined value in promoting the effective use of the materials, since only seven of the 27 schools (25.93%) using the materials reported that their teachers had attended an orientation session.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation of the ACS elementary school curriculum materials for grades K-3 and 4-6 was conducted to examine a variety of factors related to the impact of the materials upon elementary school students and teachers. Stated limitations of the evaluation include limited sample size and confinement of the evaluation to selected elementary schools within the State of Indiana. Therefore, no attempt is made to infer the findings of the evaluation beyond the sample. However, within the context of established time limitations, fiscal constraints, and the stated goals of the evaluation; the project provided a wealth of interesting and useful information. The following conclusions and recommendations are offered based upon the findings of the evaluation.

Conclusions

The two kits provide durable, usable, quality materials that are sufficiently versatile to be incorporated into the elementary school curriculum in a variety of settings.

The multi-media audiovisual format of the two kits appeals to both students and teachers.

Teachers enjoy the materials, they benefit personally from the materials, and they recommend the materials to other teachers.

Teachers appreciate the fact that ACS provides the kits to them as a service.

The materials contribute to child health education by promoting the concept of a positive lifestyle.

The materials have a positive influence on children in deterring the use of tobacco.

The orientation session provided for teachers by ACS prior to the use of the kits is of undetermined value in promoting the effective use of the materials, and teachers do not feel that the orientation session is necessary before the materials may be used.

The teacher's guide currently included in each of the seven units of the two kits provides adequate information to successfully implement the activities.

The Usage Report Card system of documentation is ineffective and results in under-reporting the number of children actually reached by the materials.

Revision of the seven instructional units in the two kits is desirable but not mandatory at this time.

Utilization practices and patterns regarding the kits vary widely within individual schools.

Recommendations

Continue to provide the two kits to elementary schools at no charge.

Create a long-range plan for the eventual revision of the seven instructional units contained in the two kits.

Strengthen procedures to systematically promote awareness of the availability of the kits among elementary school teachers, administrators, curriculum specialists, and professional health educators.

Explore modifications or alternatives to the Usage Report Card system of documenting utilization of the kits.

Consider modifying or eliminating the current policy concerning teacher orientation sessions prior to use of the kits.

Examine the potential need for follow-up studies to further investigate utilization practices and the impact of the materials on elementary school children and teachers.

APPENDIX A: OUTSIDE EVALUATION BY DR. PARRIS R. WATTS

INDIANA UNIVERSITY

SCHOOL OF HEALTH, PHYSICAL
EDUCATION AND RECREATION

DEPARTMENT OF HEALTH & SAFETY EDUCATION
HPER Building
Bloomington, Indiana 47405
(812) 335-3627

November 2, 1982

Dr. Parris R. Watts
Department of HPER
University of Missouri
Columbia, MO 65212

Dear Dr. Watts:

During the current academic year, our Department received a contract from the American Cancer Society to conduct a general evaluation of its two elementary school health education programs: An Early Start to Good Health and Health Network. Because of your recognized expertise in elementary school health education, and due to the fact that you are familiar with the two programs; I am writing to request that you assist us by serving as an outside consultant and evaluator for our project. I am interested in obtaining your professional judgment concerning several aspects of the programs. Specifically, I would like your reactions to the questions listed on Enclosure 1.

I sincerely hope you will be able to assist us. If so, we will be able to provide a modest honorarium of $25 as a token of our appreciation for your valuable assistance (Enclosure 2). Please return all materials in the envelope provided at your earliest convenience. Best wishes.

Sincerely,

R. Morgan Pigg, Jr., HSD, MPH
Graduate Program Coordinator

RMP/nap

Enclosures

EVALUATION QUESTIONS

1. From your experience, how would you assess the reaction of teachers to the two programs?

   The reaction of teachers to both ACS Elementary School Health Education Programs has been quite favorable. In more than twenty training sessions I have personally conducted for teachers in Kansas and Missouri, as well as in reports from others who have facilitated similar inservice activities. teacher response to the materials have typically been enthusiastic and appreciative in nature. For what it may be worth, I have perceived that An Early Start To Good Health has evoked an even more positive reaction from teachers than has Health Network, although response to the latter has been extremely good.

2. From your experience, how would you assess the reaction of children to the two programs?

   At some time or another since their release, I have personally used each of the seven units in educational settings with children. The utilization of the materials has been in a wide variety of places including elementary school classrooms, elementary school assemblies, community health education fairs and in church school classes. Whenever I have used the various program units in a direct involvement with children, I have been pleased with their interest in the audiovisual programs and the supportive activities included in each, and also with the materials' contributions to the development of favorable health-related attitudes and behaviors among young persons.

3. Do you feel that any of the units are either particularly strong or particularly weak? (Please Explain)

   Truthfully, all seven units are quite strong. In my opinion, especially strong are "Early Start" Units 1, 2 & 3 and "Network" Unit 5. The audiovisual components of each are so impressive to kindergarten through second grade students and the fifth graders that I have found it to be very easy to keep their interest at a high level during the time spent on the follow-up activities included in each unit. "Early Start" Unit 4 and "Network" Units 4 and 6 are not weak, but they simply do not capture the attention of the children (and even the teachers) with the A-V element as effectively as do the aforementioned ones.

4. What general recommendations can you offer for improvement of the two programs?

   Frankly, the only recommendation for improvement of either program I can make relates to audiovisual component of Health Network's Sixth Grade Unit. I believe it needs to be replaced if possible. My major concern is not with the quality of material, but instead with the theme employed. At the of its development, Mork and Mindy was quite popular. However, the popularity of that theme has waned a I would recommend another A-V component be developed and a revision of the supplementary materials be considered.

5. What is your overall evaluation of the two programs?

In my opinion An Early Start To Good Health and Health Network are two truly outstanding educational programs. In all honesty, unless the average elementary classroom teacher has had a special course dealing with elementary school health methods and materials or has a competent and dedicated health education coordinator within his or her school district, the ACS materials could fill a void that would otherwise continue to exist in the health education subject matter area in the majority of cases. Without a coordinator's assistance, too many elementary school classroom teachers fail to include health education in their total curriculum. That is why the American Cancer Society materials have proven to be so valuable.

APPENDIX B: OUTSIDE EVALUATION BY DR. WILLIAM STINSON

INDIANA UNIVERSITY

SCHOOL OF HEALTH, PHYSICAL
EDUCATION AND RECREATION

DEPARTMENT OF HEALTH & SAFETY EDUCATION
HPER Building
Bloomington, Indiana 47405
(812) 335-3627

November 2, 1982

Dr. William Stinson
Department of HPER
Emporia State University
Emporia, KS 66801

Dear Dr. Stinson:

During the current academic year, our Department received a contract from the American Cancer Society to conduct a general evaluation of its two elementary school health education programs: An Early Start to Good Health and Health Network. Because of your recognized expertise in elementary school health education, and due to the fact that you are familiar with the two programs; I am writing to request that you assist us by serving as an outside consultant and evaluator for our project. I am interested in obtaining your professional judgment concerning several aspects of the programs. Specifically, I would like your reactions to the questions listed on Enclosure 1.

I sincerely hope you will be able to assist us. If so, we will be able to provide a modest honorarium of $25 as a token of our appreciation for your valuable assistance (Enclosure 2). Please return all materials in the envelope provided at your earliest convenience. Best wishes.

Sincerely,

R. Morgan Pigg, Jr., HSD, MPH
Graduate Program Coordinator

RMP/nap

Enclosures

EVALUATION QUESTIONS

1. From your experience, how would you assess the reaction of teachers to the two programs?

   Teachers have been fairly positive about the two kits because; (1) other structured health materials have not been readily available to them (due to lack of resource information and costs) and (2) the inexpensiveness of obtaining and using the materials over and over again.

2. From your experience, how would you assess the reaction of children to the two programs?

   The children have generally received the materials well with the exception of the Grade 6 Starga's World. The activity materials and suggestions were more meaningful than the filmstrips themselves. As a whole, the filmstrips need help.

3. Do you feel that any of the units are either particularly strong or particularly weak? (Please explain.)

   Definitely, My Self and My Health are the best units. They're appropriate and well done for that age level. The children identify particularly with Healthman. Starga's World (Grade 6) is definitely poor in terms of appropriateness and content. It's just too juvenile and unreal for sixth graders to swallow it. (They laugh at it!) Health News (Grade 5) filmstrip really has some confusing moments plus some difficult physiological terms.

4. What general recommendations can you offer for improvement of the two programs?

   Eliminate the Grade Six unit's approach and redesign it with some solid content. The Grade Five unit's filmstrip needs more continuity and clarity to it.

5. What is your overall evaluation of the two programs?

   Overall, the two programs were good. I particularly feel that the K-3 series is the strongest by far. Possibly the themes and approaches to the 4-6 series should be reconsidered and altered due to their content and the nature of that age group.

APPENDIX C: CONTRACT PROPOSAL

EVALUATION OF AMERICAN CANCER SOCIETY ELEMENTARY SCHOOL PUBLIC EDUCATION PROGRAMS

Contract Proposal

by

John R. Seffrin, Ph.D.

William J. Bailey, M.P.H.

R. Morgan Pigg, Jr., H.S.D., M.P.H.

Department of Health and Safety Education
Indiana University
Bloomington

Proposal Submitted to:

American Cancer Society
777 Third Avenue
New York, NY 10017

Public Education Committee

Contract Dates:

May 1, 1982 to April 30, 1983

Amount of Contract:

$13,931

Proposal Submitted by:

Indiana University Foundation
P. O. Box 1847
Bloomington, IN 47402

Authorized Signature:

George Springer, Acting Dean
Research and Graduate Development

Financial Officer:

J.D. Mulholland
Assistant Secretary

IRS Entity No.

35-6018940

March, 1982

EVALUATION OF AMERICAN CANCER SOCIETY ELEMENTARY SCHOOL PUBLIC EDUCATION PROGRAMS

Indiana University proposes to conduct an evaluation of existing American Cancer Society Elementary School Public Education programs, "Early Start to Good Health," and "Health Networks," in twenty elementary school classrooms in South-Central Indiana during the fall of 1982. The classes will be selected from public schools within 75 miles of Bloomington, Indiana. Ten classes will be selected for the evaluation of the "Early Start to Good Health" and ten classes will be selected for the evaluation of the "Health Networks." Classes will be selected by the principal investigators, and will be representative of typical elementary school classrooms in the Midwest. A balance of rural, suburban, small city, and metropolitan classes will be attempted. All classes will be regular elementary school classes (no special education classes) and will consist of students who are native speakers of English.

The classroom teachers will be selected from those applying, and will receive training in the techniques of health education in the elementary school classroom, as well as in-service training on the particular program to be implemented in the classroom. Training will consist of enrollment in a three-credit graduate course, HPER H 514 "Health and Safety in the Elementary School," to be taught in the summer of 1982. Each teacher participating will receive a stipend of $200 to defray tuition and expenses for the class. The stipend will be awarded conditioned upon the teacher's participation in the evaluation project.

The proposed evaluation will consist of three parts, a conventional pre-test/post-test analysis of knowledge/attitude change, a Stake Matrix Analysis, and a Qualitative (Naturalistic) evaluation of results. The evaluation will be conducted by a team consisting of the classroom teachers and Indiana University faculty. An advanced graduate student will be hired to coordinate the collection of data for the evaluation.

Proposed Timeline

Contract Award	Prior to May 1, 1982
Preparation of Workshop and Selection of Teachers	by June 1, 1982
Summer School Workshop and Training	by August 15, 1982
Implementation in Classrooms	by October 30, 1982
Data Collection in All Schools	by November 30, 1982
Data Analysis Completed	by February 28, 1983
Project Report Submitted	by April 30, 1982

Comparison of Evaluation Protocols

The conventional Pre-test/Post-test Analysis is designed to provide a quantitative measurement of knowledge gain and attitude change. The purpose of a conventional evaluation is to verify that knowledge gain and attitude change result from the implementation of the programs. While this type of evaluation is traditional, and provides valuable information about the outcomes of the programs, it is limited in scope, and may miss identifying many of the most significant outcomes of the programs.

The Qualitative (naturalistic) Evaluation is designed to provide a non-quantitative (qualitative) measurement of program outcomes. The purpose of a naturalistic evaluation is discovery--to discover what outcomes resulted from the programs, whether or not they were the intended outcomes specified before the implementation of the programs. Naturalistic evaluations are characterized as "emergent" since they develop during the data collection. Often the results are narrative rather than tabular, and may identify many positive benefits of the programs which are not measurable by quantitative techniques.

The Stake Matrix Analysis is a chart which compares intentions about the learners, the instruction, and the outcomes with the actual results. It is a tool for defining the conditions under which the evaluation took place, and thus identifies limitations and applications of the evaluation results.

	Pre-Test/Post-Test	Naturalistic
Preferred Techniques	Quantitative	Qualitative
Quality criterion	Rigor	Relevance
Source of Theory	A priori	Grounded
Questions of causality	Can x cause y?	Does x cause y in a natural setting?
Knowledge types used	Propositional	Propositional and tacit
Stance	Reductionist	Expansionist
Purpose	Verification	Discovery
Design	Preordinate	Emergent
Style	Intervention	Selection
Contextual elements	Control	Invited interference
Analytic units	Variables	Patterns

Chart adapted from Guba E.G. and Lincoln, Y.S., Effective Evaluation, San Francisco: Jossey-Bass, Inc., 1981.

Principal Investigators

The evaluation will be supervised by three principal investigators, John R. Seffrin, Ph.D., Chairman and Professor of Health and Safety Education; William J. Bailey, M.P.H., Research Associate and Lecturer in Health and Safety Education; and R. Morgan Pigg, Jr., H.S.D., M.P.H., Associate Professor of Health and Safety Education; all of Indiana University, Bloomington, Indiana.

Professor Seffrin will serve as Project Director, and will supervise the policy-making decisions and will administer the financial controls over the project. He will serve as a subject matter expert, and will be responsible for administration of the project. He will assist in analysis and interpretation of the evaluation data.

Mr. Bailey will serve as Project Coordinator, and will coordinate the day-to-day operations of the project. He will supervise the statistical and data processing operations, and will serve as evaluation consultant to the project. He will be repsonsible for coordinating the final analysis and interpretation of the evaluation data.

Professor Pigg will serve as Program Supervisor, and will coordinate the selection, training, and participation of the classroom teachers. He will supervise the implementation of the programs in the selected classrooms, and will serve as liason with the classroom teachers. He will assist in analysis and interpretation of the evaluation data.

Research Associate

The principal investigators will select an advanced graduate student in Health and Safety Education at Indiana University to act as a Research Associate in the collection of data for the evaluation. This Research Associate will be hired on a part-time (.60 full-time equivalent) basis, and will coordinate the data collection at the school sites. S/he will receive specialized training in evaluation techmiques, and will be directly supervised by the principal investigators. The Research Associate, with the assistance of the principal investigators, will collect the data needed for the Qualitative (Naturalistic) evaluation, as well as the Stake Matrix Analysis and the Pre-Test/Post-Test Analysis.

Computer Facilities

The facilities of the Wrubel Computing Center of Indiana University will be used to analyze the quantitative data collected. The Center is equipped with a Control Data Corporation CDC 6600 mainframe computer coupled with a Cyber 172 system. Access to an IBM 4341 and a DEC-10 system are provided as well, if a need should arise. The systems include a Prime 750 running the Primos level 18.2 system and a DEC Vax 11/780 running VMS level 2.4 These computers are augmented with the usual array of disk/tape drives, printers, card readers, plotters, and other peripheral devices. All standard statistical package programs are available.

BUDGET

Personnel		
Research Associate (IR93 x .60 FTE) 8 months at $600/month ($1,000/month rate)	$4,800	
Occasional Hourly Help	500	
		$ 5,300
Fringe Benefits		
.067 of the above (part-time rate)		345
Travel mileage to school sites		500
Supplies and Expenses office supplies, communications, duplicating, etc. *		1,000
Other Tuition stipends for 20 teachers at $200 each to pay expenses of enrollment in summer school class in methods of health and safety in the elementary school		4,000
TOTAL DIRECT COSTS		$11,145
Indirect Costs Overhead costs (billed at 44% of direct costs)		
(Indiana University to waive indirect costs in excess of 25% American Cancer Society limit on indirect cost recovery)		2,786
TOTAL CONTRACT AMOUNT		$13,931

* includes up to $100 in computer time charges

An Evaluation of the American Cancer Society
Elementary School Public Education Programs

VOLUME 2: AN EARLY START TO GOOD HEALTH (GRADES K-3)

Project Staff

Janice S. Lave, M.A.; Research Associate and Principal Author
John R. Seffrin, Ph.D. Project Director
William J. Bailey, M.P.H.; Project Coordinator
R. Morgan Pigg, Jr., H.S.D., M.P.H.; Project Supervisor

Department of Health and Safety Education
Indiana University
Bloomington, IN 47405
1983

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CHAPTER 1. EVALUATION DESIGN

DESCRIPTION OF MATERIALS

To help early elementary teachers build a foundation for health education in the classroom, the American Cancer Society has developed "An Early Start to Good Health," a general health education kit for kindergarten through third grade.

The kit includes four self-contained multi-media units. Each unit contains a filmstrip with audio tape (each approximately 6 minutes in length); a wall poster for the classroom; five spirit masters consisting of four activities related to the unit and one letter for parents outlining the unit's objectives and asking to review the information with their children; and a teacher's guide for the unit.

An ACS brochure indicates that "the four units together form a progression of health awareness that can be used over several years and grade levels. And each of the four (units) has its own teaching objectives." The four units and the grade for which they were primarily developed are described below:

Unit 1: My Body (Kindergarten)

My Body introduces the students to "The Wonderful Body Machine," a network of separate but interdependent organs through the character of Henrietta. While interacting with Henrietta, in song and dialogue, the organs and the different parts of the body tell what they do. The purpose of the unit according to the ACS brochure is to help students understand that the body functions best when all of its parts are cared for and healthy.

Unit 2: My Self (Grade 1)

My Self teaches the concept of self and the difference between inner and outer selves. Students learn through the experiences of Henry that although they may make a mistake, they can try to do better the next time. Another objective of the filmstrip is to show that how people see themselves affects their emotional and physical health.

Unit 3: My Health (Grade 2)

My Health introduces good habits to the students through the adventures of Healthman, a cartoon type super-hero. The unit stresses health habits that are necessary in maintaining health and a vital body: good diet, exercise, fresh air, rest, brush, and wash.

Unit 4: My Choice (Grade 3)

My Choice introduces the students to the need of taking responsibility for their own actions. Through the decisions of Bobby who is guided by a talking photographic album, the students learn that they can control their lives and their futures through the choices they make. The filmstrip shows examples of the types of decisions students must make; and not all of them are easy ones.

Each of the units, in various ways, includes an underlying message against the hazards of smoking. In Unit 1, one of the spirit masters includes a lesson about smoking: "Henrietta's Fresh Air Lungs, Henrietta's Smoking Lungs." Unit 2 includes two spirit masters which relate to smoking: (1) "Smoking makes your house and your clothes and your mouth smell bad," and (2) "Circle of Good Health, Circle of Bad Health."

Units 3 and 4 introduce the idea of saying "No" to cigarettes in both of the respective filmstrips. Healthman says "No" to cigarettes as does the character Bobby when each decides that taking a cigarette is not a good choice to make. In addition, Unit 3 and Unit 4 both include spirit masters which are related to smoking.

METHODOLOGY

Population of Teachers

A total of 13 elementary school teachers from grades 1 - 3 volunteered to use at least one unit from An Early Start to Good Health. Each teacher attended a one-half day orientation session at Indiana University during the summer of 1982. At this orientation, the teachers viewed one of the filmstrips from the kit, discussed the student activities, and received their copies of the instructional kits. Each teacher agreed to teach at least one unit that was appropriate for their classes' grade level during the fall semester and to provide evaluation feedback through a teacher questionnaire and a follow-up teacher interview with an I.U. staff member.

Number of Classes in Study

Of the 13 teachers (grades 1 - 3), 11 teachers taught one unit in their class while two teachers taught two units and completed evaluation questionnaires for both units. Another teacher (third grade) used the filmstrip in Unit 1 as an introduction to Unit 3, My Health, but did not complete the evaluation instruments for Unit 1. The number of classes from which complete sets of evaluation data were collected are listed by unit in Table 1.

TABLE 1. NUMBER OF CLASSES INCLUDED IN THE EVALUATION OF "AN EARLY START TO GOOD HEALTH" BY UNIT

Unit	Number of Classes
Unit 1: My Body	4
Unit 2: My Self	3
Unit 3: My Health	3
Unit 4: My Choice	5
Total	15

Development of Instruments

Teacher data was collected from two sources: (1) A teacher questionnaire was completed by the teacher following the implementation of the unit(s) in the classroom (teachers completed a questionnaire for each unit in the classroom); and (2) A teacher follow-up interview was conducted by the project staff member.

Student data was collected using two methods: (1) Student interviews conducted by the project staff member with groups of three students, and (2) Teacher perceptions of the impact of the unit on students through both teacher questionnaire and interview data.

An indepth outline of the specific instruments used and the areas that were assessed are described below:

Teacher Questionnaire. The Teacher Questionnaire included 38 questions which covered the following areas listed below (See Appendix A).

Background Information	Item Numbers
Population of Community	1 - 6b
Social Composition of Class	
Ability Level of Class	
Dates Unit Taught	
Total Number Hours of Instruction	
Previous Use of ACS Units	
Implementation of Unit	7 - 11c
Initial Implementation Problems	
Preparation Time Needed	
Integration of Unit in Class	
Utilization of ACS Units' Materials vs. Own	
Later Implementation Problems	

	Item Numbers
Unit Preferences	12 - 16
Activities Teacher Liked Most/Least	
Handouts Teacher Liked Most	
Handouts Would Not Use Again	
Student Preferences as Perceived by Teacher	
Inappropriate Activities in Teacher's Guide	
Grade Level Unit Most Appropriate	
Impact of Unit (Unit's Objectives and Outcomes)	17 - 23b
Major Health Objectives Addressed by Unit	
Learning Objectives Emphasized by Teachers	
What Teachers Perceive Students Learn Most	
Unit Concepts that Students Have Trouble Understanding	
Attitudinal Changes Observed in Students by Teacher	
Behavioral Changes Observed in Students by Teacher	
Extent Unit Meets Developmental Needs of Students	
Evaluation/Endorsement of Unit	24 - 27
Would or Would Not Recommend to Other Teachers	
Plan to Use Unit Again	
Evaluation of Unit Compared to Other Materials	
Rating of Overall Worth of Materials in Students' Curriculum	
Teacher's Guide	28 - 31
Usefulness of Guide	
Structure and Direction of Guide	
Additional Information Needed	
Other Recommendations to Improve Guide	

	Item Numbers
Summer Orientation Session	32 - 36
Extent Orientation Prepared Teachers	
Liked Most/Least Orientation	
Additional Information Needed in Orientation	
Need for Teachers' Orientations	
Summary/General Trends	37 - 38
Major Strengths of Unit	
Major Weaknesses of Unit	
Other Comments, Suggestions	

FOLLOW-UP TEACHER INTERVIEW

Most teachers, 87% (N = 13), were interviewed at their designated schools following their use of the ACS unit in the classrooms. Of the two teachers who used two units, one teacher was interviewed on two occasions within the classroom. The other teacher's interview simultaneously contained questions which related to both units. Travel (i.e. distance of school from Bloomington) was the factor that decided whether to visit the teachers on more than one occasion.

The follow-up interview contained eight questions which supplemented the teacher questionnaire. Teachers were asked to have completed the teacher questionnaire before the time of the school visit. The follow-up interview questions specifically dealt with:

1. Teacher perceptions of their having used the ACS instructional unit(s)--whether they perceived it as a positive or negative experience.
2. Teacher perceptions of whether the class benefited from having been exposed to the ACS unit(s).
3. Whether teachers felt they personally benefited from the experience.
4. Rating the overall instructional quality of the unit(s) they taught and specific components of the unit.

5. Whether revisions are needed in the unit and if yes, what changes do they feel are needed.
6. The SEL (Socio-Economic Level) of the students in their class.
7. Discussion of Teacher Questionnaire items.
8. Other comments about unit, materials orientation or evaluation itself.

The teacher interviews generally lasted about 15 minutes.

STUDENT INTERVIEW SCHEDULES

Students were generally interviewed in small groups of three within approximately one week following their class's use of the unit. All students across all units were asked nine general interview questions. These are listed below:

1. Do you remember when you used these materials in your class?
2. What do you remember that these materials were about?
3. Show poster. Did you like/not like poster?
4. Did you like/not like the filmstrip?
5. Play tape. Did you like/not like the song?
6. Show handouts. Which of these did you use in class? What did you like/not like about them?
7. Of all the materials what did you like most?
8. Of all the materials what did you not like?
9. What were some of the important things you learned from the materials? (Probe: If you can remember, what was the most important thing you remember learning from the unit?)

In addition, specific unit questions were developed for each unit. Following the responses to the nine general questions, students were asked questions which pertained specifically to the content of that unit:

Unit 1 contained 8 specific unit questions.

Unit 2 contained 12 specific unit questions.

Unit 3 contained 7 specific unit questions.

Unit 4 contained 10 specific unit questions.

The last question for each unit asked students, "Do you think you will smoke when you get older?" ___Yes ___ No Why? Since each unit contained "anti-smoking" material, the intent was to measure whether students in the primary grades have already formulated attitudes toward smoking and if they could articulate their attitudes in terms of anticipated future behavior.

Since not all teachers used all activities or student handouts with each unit and because different teachers may have emphasized different aspects of the unit's content, the student interview data has been recorded by specific question by class. The specific comments of each child to each interview question can be found in Appendix B: Student Interview Data by Units. This data is provided in the Appendix so that a complete examination of the specific student comments can be made.

Table 2 indicates the number of classes by unit from which students were interviewed and the total number of students interviewed for each unit. Students in one class who had My Body were not interviewed because of schedule conflicts due to the illness of the classroom teacher. One class who used My Choice was not interviewed due to schedule conflicts because of the holidays.

TABLE 2. NUMBER OF STUDENTS INTERVIEWED FOR EACH UNIT

	Number of Classes	Number of Students Interviewed
Unit 1	3	39
Unit 2	3	49
Unit 3	3	44
Unit 4	4	54
Total	13	186

FINDINGS

The instruments developed and the evaluation design allow for the analysis of each unit as a separate instructional product. Since similar instruments were used across all units, the data can be summarized across all units as well. Before reporting specific unit findings, general background data across all units will be presented.

What types of classes were involved in the study?

Demographic information concerning the population of the community, the racial composition of the class, the general ability level of the class, and the socio-economic level of the majority of students within each class were obtained. The findings in Table 3 reveal that 60% (3/5) of the classes were from communities with populations under 10,000.

TABLE 3. CLASS BREAKDOWN BY COMMUNITY POPULATION

Population of Community	Unit 1	Unit 2	Unit 3	Unit 4	Total
50,000 or more	1	1			2
25,000 to 49,000	1	1			2
10,000 to 24,999	1			1	2
3,000 to 9,999		1	1		2
Less than 3,000	1		2	4	7
Total	4	3	3	5	15

The units were used in predominantly Caucasian classrooms where 73% (N = 11) of the classrooms were 100% Caucasian and 17% (N = 4) of the classes were integrated. Of those classes that were integrated, the majority of students were still Caucasian and the minority were Black. The class breakdown of racial composition by unit is found in Table 4.

TABLE 4. RACIAL COMPOSITION OF CLASSES BY UNIT

Racial Composition of Class	Unit 1	Unit 2	Unit 3	Unit 4	Total
100% Caucasian	2	1	3	5	11
Integrated	1 (93% White 7% Black)	1 (93% White 7% Black)	0	0	4
	1 (66% White 33% Black)	1 (66% White 33% Black)			
Total	4	3	3	5	15

More than half of the classes (60%, N = 9) predominantly Caucasian consisted of students who were from middle-low to low socio-economic level (SEL) families. The results provided the following socio-economic information:

2 classes were low SEL

7 classes were middle-low SEL

4 classes were mixed SEL

1 class was middle-income SEL

1 class was upper-middle SEL

By unit, the SEL varied within classes across each unit with the exception of classes who used Unit 1, My Body. Of the four classes that used My Body, three were middle-low SEL and one was low SEL.

The teacher-reported ability levels of the classes reveal that a range of student ability levels were found in classes across each unit. Unit 1, however, had a larger proportion of below average students. Table 5 presents the class breakdown of each unit by ability level of the class.

TABLE 5. TEACHER REPORTED CLASS ABILITY LEVEL BY UNIT

Ability Level of Class	Unit 1	Unit 2	Unit 3	Unit 4	Total
Mixed Abilities	1	2	2	5	10
Average-Upper					
Average					
Average-Below Average	3	1	1		5
Below Average					

CHAPTER 2. SPECIFIC UNIT FINDINGS: UNIT 1, MY BODY

TEACHER QUESTIONNAIRE AND INTERVIEW DATA

Using and Implementing Unit 1

Of the four teachers who taught My Body in the classroom, two teachers had used the same unit previously. The teachers used Unit 1 in their classrooms from a minimum of 90 classroom minutes (N = 1) to three hours of instruction (N = 2), to a maximum of seven hours of instruction (N = 1).

When they first began to use the unit, no teacher experienced any implementation problems. Three teachers needed less than 30 minutes to prepare to use this unit, while one teacher needed between 30 minutes and one hour to prepare. Three teachers incorporated this unit with other health education materials, while one teacher used it as a separate unit. All teachers indicated that they used the ACS unit activities and handouts, but they also developed other activities to supplement the unit. For three teachers, at least 80% of the materials used were from My Body. One teacher however, reported that 25% of the materials she used was from My Body; but, an additional 75% of the materials used for the unit was her own.

While teaching the unit, My Body, two teachers reported having implementation problems. One teacher reported that students in her class had trouble with Worksheet #2, "The Body Machine Puzzle." She felt this activity was too difficult for her first grade class (who were low to below-average in ability level). Another teacher reported that he felt he needed to play the filmstrip/tape twice in order for the students to understand all its content. He commented that, "because of its pacing, at times, it was difficult to understand the record." This teacher also felt that changes were needed in the "Body Awareness Trip" activity in the teacher's guide. He recommended changing the word "feel" to "imagine."

Of all the activities used from the teacher's guide and the materials included in the unit, three teachers liked the filmstrip and poster the most. One teacher commented that the ditto's were all very good, while another teacher in particular felt the puzzle was "real interesting for the studnets to put together."

When asked, "What did you like least?", two teachers commented "nothing" while the other two teachers expressed concern over the ditto's and activities. One teacher felt the additional activities were not always practical for first graders, while both teachers felt some of the ditto's were too advanced. One teacher felt the puzzle was too advanced for her class while the other felt "My Wonderful Body Machine" handout was too advanced since her first grade students "could not read the printed captions under the pictures." Two teachers reported liking the puzzle handout and "My Wonderful Body Machine" handouts. Two teachers indicated that the ditto they liked most was the one on smoking and Henrietta's lungs. When asked whether there were any handouts that they would not use again, the teacher whose class had trouble with the puzzle indicated she would use it again if her future classes were more advanced. One teacher, however, indicated she would not use the "My Wonderful Body Machine" handout since it was above the first graders' reading level.

All teachers reported that they felt the students enjoyed all of the activities from the unit. Of all the activities listed in the teacher's guide, no teacher felt any of the activities were inappropriate for use in the classroom. When asked, "For which grades do you think the unit is most appropriate?" the teachers provided a range of grades. Two teachers felt the unit was most appropriate for grades K-2, while one teacher felt it was most appropriate for grades 1-2 and another teacher felt it was most appropriate for grade 1.

Unit Objectives and Outcomes

When asked, "What major health objectives do you feel this unit addresses?" the teachers offered the following objectives:

Children need to care for their bodies properly in order for their bodies to work smoothly. (N = 1)

Recognizing the importance of personal hygiene and cleanliness; basics of good nutrition; dental care; importance of getting enough sleep. (N = 1)

The body is a wonderfully created machine whose parts work in harmony; the body needs taken care of to function properly (N = 1) and

The care of the body parts, heart, lungs, stomach; what to eat to help the function of the parts of body to stay healthy.

Teachers reported emphasizing the following learning objectives while teaching the unit:

Child's care of body (N = 1)

Taking care of one's body (N = 1)

The body is a wonderfully created machine whose parts work in harmony; the body needs taken care of to function properly (N = 1), and

To get plenty of sleep and rest; to eat the proper foods; to have a healthy body and attitude; to take care of one's body is important to function well in school.

When asked, "What do you feel students learned most from the unit?" the teachers reported the following:

The children learned what the body does and we also talked about caring for it properly. (N = 1)

That they can make a difference in their body's own well-being (N = 1)

The body is a wonderfully created machine whose parts work in harmony; the body needs to be taken care of to function properly (N = 1) and

They learned the function of certain parts of the body. They are able to recognize the right kinds of food that are nutritional. They recognize how one feels when the body is not functioning properly.

All teachers (N = 4) reported that students had no difficulty understanding any of the concepts covered in the unit, and they reported observing changes in student attitudes as a result of teaching this health unit. Teachers' comments included that they sang the song "The Wonderful Body Machine" (N = 1); they had a slight increase in interest in food eaten for lunch (N = 1); the children became more interested in eating the right foods (N = 1); and the students talked about how to treat their bodies. "The symptoms were messages of how they felt physically and mentally. They referred to the film several times when discussing body health."

Two teachers reported that they observed changes in student behavior as a result of teaching the unit. One teacher said the children were more careful to wash hands and keep their hair combed. Another teacher said, "They seemed to feel good about themselves. They were more understanding of one another in having respect for each other." Another teacher commented that, "Even though I did not observe any changes, I feel this unit did have an effect on my students' lives."

When asked, "To what extent do you feel the unit meets the health needs and developmental needs of students in your class?", three teachers felt the unit My Body addressed the health needs "very much" while one teacher felt the unit addressed the needs "somewhat." The student needs that the teachers reported that this unit successfully addressed were:

> Better appreciation of body.
>
> It is an introduction to topics that will be reinforced throughout the school years.
>
> Care of the body, need for proper foods, need for cleanliness.
>
> What parts of the body are important and makes students becoming more aware of the care of the body; students always act in a different way when they become more knowledgable about themselves.

Teacher Perceptions of Teacher's Guide

Of the four teachers who used Unit 1, two found the teacher's guide to be "very useful," while two felt it was of "some use." All teachers felt the content in the guide provided enough structure and direction so that they could implement the activities. No other information was reported needed in the teacher's guide. One teacher, however, did comment that the guide should state that this unit should be incorporated with other health education materials; the unit, My Body, was seen as being a supplement to a larger body of instructional lessons.

Teacher Overall Perceptions of Unit 1

When asked to rate their experience of having used Unit 1 in class, two teachers rated it as a "very positive experience," while two rated it as a "somewhat positive experience," The teachers who rated it as a very positive experience said:

> The unit was on the right level. Thought the materials were easy for children to identify with. Everything was colorful and very well done.

> Because it relates to the kids, their ability, their level of thinking. In content, it's good. They need to know the functions of their bodies.

The two teachers who rated it as a somewhat positive experience said:

> Some of the activities were not as well done as they could have been done.

> Basically, the materials and ideas you could find in any other health curriculum. They just mention the smoking which is different. My kids had trouble with some of the activities (low-average ability level). For these kids, some things are harder. For example, the handout on puzzle pieces. There were just too many pieces for my kids. It could just be my class. They loved the filmstrip and song. The filmstrip was great. The handout on smoking had some effect on kids. Some kids said they decided they weren't going to smoke.

All teachers said they felt their students benefited from having been exposed to the materials in My Body. The teachers commented:

> Overall yes, because even if a teacher just did the filmstrip and poster, the kids would get a lot out of it. Just talking and discussing and doing half of the handouts would be enough.

> Yes, if used in conjunction with other materials. The unit made them become more aware that they are in charge of their own health.

> Yes, because we had a child who was chewing on a pencil tip. The students told him that the stomach only takes food.

> Yes, the body is a wonderfully orchestrated machine, students gained a better appreciation of their body.

All teachers indicated that they personally benefited from using the unit. They commented:

It helped me to get to know my kids better. Basically I just teach basics, math and reading. Health got them, all of us together to be able to communicate together in class.

It reminded yourself of what you already know.

Actually the first time I saw Henrietta, four years ago, I always remembered it. I always recommended it to other teachers.

It was enjoyable to teach. I gained a better appreciation of how we were put together, reinforced what I knew.

Of the four teachers, only one teacher would recommend the unit unconditionally to other teachers. She said, "I think it's a great unit, I use it every year." The other three teachers indicated they would recommend the unit to other teachers but with some reservations. These reservations were due to problems that they had with either a particular handout or activity. All four teachers, however, reported that they planned to use the unit again with future classes.

The teachers were asked to evaluate the ACS curriculum materials as they compared to other curriculum materials that they have used in their class. Two teachers felt the unit was better than most, while two teachers felt the unit was average. The teachers who felt it was better than most commented that, "the unit was more extensive, well-rounded," that the "filmstrip is presented very well for the age group that I teach. It's very catchy and easy for students to remember." When asked, "How worthwhile in the students' overall curriculum would you rate these materials?", three teachers said "very worthwhile," while one indicated that the materials had "some value."

In addition, teachers were asked to rate the overall instructional quality of the: entire unit, filmstrip/tape, poster, activities in teacher's guide and the student handouts included in the unit. Each rating was based on a five-point scale with 1 = low quality and 5 = high quality. The ratings for each component are listed in Table 6. It should be noted that the filmstrip/tape received the highest possible rating with all teachers rating it 5.

TABLE 6. TEACHER RATINGS OF INSTRUCTIONAL QUALITY OF MATERIALS IN UNIT 1

Entire Unit	4.25
Filmstrip/Tape	5.0
Poster	4.75
Activities in Teacher's Guide	4.0
Student Handouts	4.0

Overall, teachers listed the following as major strengths of Unit 1, My Body:

Well rounded, many learning approaches, ditto's, films poster;

The filmstrip and poster;

Simple short unit which can be covered in a week to ten days; the AV is good and the filmstrip has a catchy tune which the kids enjoy; and

Presents a health unit with information that students can understand and learn from to better their own lives in regards to health.

The teachers had few weaknesses to report concerning the unit. Two teachers felt that the unit had no major weaknesses while the two other teachers felt that some of the activities and handouts are not appropriate for grade level. When asked whether the unit needed to be revised, three teachers felt that it needed some revisions. Their suggestions for revisions included:

The "Body Awareness Trip" activity needs to be changed in teacher's guide. Instead of "feeling" the space you're lying in, one should "imagine."

The "Body Awareness Trip" activity was good, but it should be shortened. Our room didn't have enough room for everyone to lie down. Depends on individual teacher and class.

Change some of the handouts: (1) change the puzzle, make it less complicated. It was too hard for class to do.

"My Wonderful Body Machine" handout was good to send home to parents, but the students couldn't read it.

> Not sure that all the activities on all the handouts are on level. Need to be geared down for first grade. In particular, the handout on "My Wonderful Body Machine."

STUDENT INTERVIEW DATA

Thirty-nine students from three classes that used Unit I, My Body, were interviewed to determine what students remembered learning from Unit 1 and whether they liked the specific components (i.e. filmstrip, poster, student handouts) that were part of the unit. The breakdown of students by class and sex that were interviewed for Unit 1, My Body, are found in Table 7.

TABLE 7. STUDENTS INTERVIEWED BY CLASS AND SEX

Class	Grade	Boys	Girls	Total
Paragon	1	6	9	15
Hawthorne	1	7	5	12
Broadview	2	5	7	12
Total		18	21	39

Summary of Student Interviews

All students (N = 39) remembered having used the unit in the classroom upon seeing the poster that accompanied the unit. Thirty-eight students (97%) reported liking the poster. Some of their reasons included:

> Cause it's a girl. (N = 2)
>
> She could write with a pencil, eat bananas, smell a rose.
>
> Liked the heart, when she was running, it told her to stop. Liked veins (pink).
>
> Pretty rainbow.
>
> It showed Henrietta.

Thirty-six children liked the filmstrip, while three reported that they could not remember it. Some of the aspects of the filmstrip students liked included:

> Liked to see Henrietta walk to school. (N = 2)
>
> Liked when trouble said "Go eat junk food." (N = 2)
>
> Liked the clock when it woke up Henrietta.
>
> She got up and her eyeballs popped in her eyes.
>
> When the little devil tried to free her to eat candy and she didn't.
>
> When she didn't eat candy. (N = 2)

All 39 students said they liked the song that went with the filmstrip. Some of their comments were: "I sang it by myself, because I like songs," "It told you about the Body Machine," "It made you happy," "Liked the way Henrietta sings " (N = 3), and "Liked the words."

Not all teachers used all the student handouts that came with Unit 1. One teacher used all four handouts while two teachers used only three handouts. One teacher did not use "My Wonderful Body Machine" because first grade students could not read it, while the other teacher had not used Henrietta's Helpers with her class yet at the time of the interviews. Students were asked to describe what they liked or didn't like about the handouts. While many students indicated they liked the "lungs" handout, some students said they didn't like it when Henrietta smoked.

One student said, "Didn't like the brown lungs, smoking can cause cancer." Some students said they liked the puzzle and had fun putting it together, while a few students said they didn't like the puzzle: "It was hard to put together, had trouble cutting it out." Some students mentioned liking the "Community Helper" handout. Another student liked it "when she (Henrietta) was sleeping and the alarm clock woke her up" on the "My Wonderful Body Machine" handout.

When asked, "What did you like most?", some students reported they liked everything, while others mentioned the song, Henrietta's singing, the filmstrip, the poster, the puzzle and the Body Machine.

When asked, "Was there anything that you didn't like?", student comments generally fell into two categories: (1) those dealing with not liking the "trouble-maker" who wanted Henrietta to take candy, and (2) those dealing with not liking the "lung page" or "when Henrietta smoked" because smoking is bad for you. One boy said he didn't like the handouts where you had to crayon because crayon gets in his fingernails.

All students were asked to describe the important things they learned from the unit. Some of the important things that they remember learning are listed below:

Don't smoke. (N = 10)
Don't eat junk foods. (N = 8)
Eat good foods. (N = 3)
Take care of your body. (N = 2)
Learned about Body Machine. (N = 2)
Learned about the heart. (N = 2)
Keep whole body clean.
Don't chew tobacco, cause it will make you die.
Don't run fast.
Everybody has a beautiful body except people who smoke.
Smoking can give you cancer.

Students were asked specific unit questions to assess how well they learned the content in the unit. Students had some trouble describing how their body is like a machine. Some of the better answers included:

You have heart, lungs, purple stomach. (N = 3)
Yes, a little, it tells you what to do.
Brain helps you think.
Because eat good food.
Your heart beats fast.

Machine feels like it does, everything goes slow, bodies move faster, machines move slower.

If you didn't have a heart you'd be dead.

Lungs help you to breathe.

All 39 students knew where their heart was and were able to show where it was on their body. When asked what it does, some of their answers were:

Pumps pressure and blood.

Makes you live.

Muscles push it back and forth.

Makes blood go around.

When you run it goes fast, when you walk it goes slow.

Beeps, all day long, never stops until you die.

Heart pumps blood.

Helps you breathe.

Sends blood to your lungs.

Takes blood from throat to head.

Thirty-five students knew where their lungs were on their body. When asked, "What do they do?" some of their responses included.

If you smoke, they turn black, if you don't they stay pink. (N = 3)

To help you breathe. (N = 10)

Give you air to breathe everywhere you go.

When you go to sleep, lungs slow down.

Helps you take deep breaths.

Students were asked "What things can you do to be good to your body?" Their comments included:

Keep your lungs pink.

Smell fresh air and eat good food.

Never let your lungs get black by smoking.

Don't eat junk food.

Sleep and exercise.

Run slowly, don't run fast.

Take care of your body.

Eat healthy breakfast.

Eat spinach.

Don't eat too much salt on food.

Never go across street by yourself, unless you look both ways.

When asked, "What things can you do for your body that are bad for you?" the students responded:

Smoke cigarettes (N = 8)

Smoking gives you cancer.

Eat junk foods, candy. (N = 13)

Don't chew tobacco. (N = 2)

Don't brush teeth.

Drink beer. (N = 2)

Hold your breath for a long time.

When specifically asked, "What about smoking? Is smoking good or bad for you?", all students knew smoking was bad for you. When asked, "Why?", some of their reasons included:

Cause it makes your lungs black.

Can't breathe very well.

Cause it gives you bronchitis.

Gives you cancer.

Get cancer and die like my grandpa did.

Can ruin your health, not good for your body.

Makes you cough.

Can die.

Bad for lungs and heart.

Students were asked, "What color are your lungs if they are healthy?" Twenty-seven students indicated pink, but a few students had other responses: bright red (N = 9) and peach (N = 3). When asked, "What color are your lungs if you smoke?", 19 students said "black" while 20 students said "brown."

The students were asked whether they think they will smoke when they grow up. Thirty-seven indicated they would not smoke, while two students were not certain. One first grade student who was uncertain said, "Maybe, I'll be like my dad and mom." Their reasons for not wanting to smoke included:

Turns lungs black.

Gives you cancer.

Half of the smoke stays in your lungs.

Because you get black lung disease.

Can die.

It's dangerous for you.

It's bad for me, bad for your lungs.

Gets your teeth dirty.

Want to get married and your wife will wake you up and you will be dead.

Cause my relative had to have an operation because they smoked cigarettes.

From the interview data, most students generally had a good understanding of the material presented in the unit. Whether it was important for students to better understand the analogy between a machine and their "Wonderful Body Machine" is a judgment for the developers of the unit. Some student misperceptions from the unit did emerge from specific student comments. For example, some students believed that their stomachs are actually purple, since their heart was red and the lungs were pink, and their stomach was colored purple on the wall poster. A few students also developed the idea that it's bad to run fast because Henrietta's body machine told her to slow down when she was rushing for school. In addition, some students described "Little Trouble," who tried to get her to eat junk food, as being the devil.

On the positive side, there is no doubt from the interview data that students enjoyed the unit which includes the filmstrip, poster and student handouts. A few students, however, did not like the puzzle activity because it was hard to cut out and put together. In addition, most students knew where their heart and lungs were and all students verbalized that smoking is bad for their health.

CHAPTER 3. SPECIFIC UNIT FINDINGS: UNIT 2, MY SELF

TEACHER QUESTIONNAIRE AND INTERVIEW DATA

Using and Implementing Unit 2

Of the three teachers who taught Unit 2, My Self, in the classroom, two had previously used the unit with other classes. Two teachers reported having used the instructional unit for a total of three hours of instruction while the other teacher reported having used the unit for a total of 10 hours.

When first beginning to use the unit, two teachers reported having no implementation problems. One teacher reported having difficulty finding the pocket mirrors for the "mirror activities" in the teacher's guide. She was only able to find five mirrors, so it took longer for the students to do the mirror activities. She used all the mirror activities in the teacher's guide. The teachers reported needing from less than 30 minutes (N = 1) to between 30 minutes to one hour (N = 2) to prepare to use the unit.

Two teachers reported using this unit as a "stand-alone" unit of instruction, while one teacher incorporated the unit with other health education materials. One teacher indicated that he had to re-work activity 2, about the mirrors and self-portrait window to make it more appropriate for first-grade level.

When asked what they liked most about the unit, the teachers commented that they liked: the filmstrip and song "Feeling Good About My Self" (N = 2), the poster and the activity with the poster, the introduction to the filmstrip, and the handouts. When asked, "What did you like least about Unit 2?", one teacher indicated that there was nothing that she did not like. One teacher, however, indicated that he did not like activity 2, the mirror, self-portrait activity, while another teacher felt there were too many mirror activities in the unit. The teacher who did not like the mirror, self-portrait activity was concerned about the children drawing their faces. He said during the interview that he was very self-conscious about his nose when he was a child and that this type of an activity would have made him feel more self-conscious.

Of the handouts that came with the unit, the teachers indicated that the ones they liked most were: "Smoking Makes Your Home, Clothes, Teeth Smell Bad" (N = 1), and "Feeling Good About Myself" and the "Circle of Health" (N = 1).

One teacher indicated that she liked all the handouts equally. When asked if there were student handouts thay they would not use again, all teachers indicated that there were no handouts that they would not use again.

Three teachers indicated that the students appeared to enjoy all the handouts and activities that were used in the class. Of the activities included in the teacher's guide, one teacher felt that the play, "My Self," was inappropriate for first graders since first graders would have a hard time reading the words. One teacher felt the unit, My Self, was most appropriate for first graders, while the two other teachers felt the unit was appropriate for first and second graders (N = 1) and first, second and third graders (N = 1).

Unit Objectives and Outcomes

The teachers felt that Unit 2 addressed the following health objectives:

> Face shows feelings; we can choose to be happy by making the right decisions about things (N = 1);
>
> A positive self-image, choosing not to smoke, a circle of health (N = 1); and
>
> The students' personal awareness of self, feeling good about oneself, accepting differences in people, accepting others (N = 1).

The teachers reported emphasizing the following student/learning objectives while teaching the unit:

> Face shows feelings, we can choose to be happy by making the right decisions about things (N = 1);
>
> After finishing the unit, the students will be able to feel good about themselves; choose not to smoke; and have an acceptable behavior (N = 1);

> Respect for others; knowing one's own feelings--how to express them; being able to become more aware of one's own abilities and interests (N = 1).

When asked, "What do you feel students learn most from the unit?", the teachers commented:

> Mostly effective learning, when you feel good about yourself, you will want to take care of yourself (N = 1);
>
> Students refer to the materials often, students feel good after viewing the materials, students use the information learned to relate to other related health lessons (N = 1); and
>
> Face shows feelings, we can choose to be happy by making the right decisions about things (N = 1).

In addition, the teachers felt that students had no trouble understanding any of the concepts presented in this unit.

When asked, "Did you observe any changes in student attitudes as a result of teaching this unit?", all teachers responded affirmatively. They stated:

> Yes, the students began to talk more freely about how they should treat one another and that being special is a good feeling that everyone can have.
>
> Yes, I tell them their faces tell me how they feel. They're more aware of how their feelings show.
>
> Yes, one girl in my class told me earlier this year that the other children did not like her. At recess, she would stand with me and not play with the other children. After we completed the unit, she is playing with other children and I have never heard her say in the last few weeks that 'no one likes me.'

When asked if they observed behavioral changes on the part of the students as a result of teaching the unit, two teachers indicated that they had. They commented:

> There's less fighting; children are kinder to each other, sharing more often. Better in school activities and studies.
>
> A boy in my class is in a welfare home and feels that no one cares for him. In class he was doing things to get the other children's attention and my attention. I have observed since we started the unit that he is not doing things to get the children's attention. When we sing the song, "I Feel Good About Myself," he has a big smile on his face.

Two teachers felt that the unit, My Self, addressed "very much" the health and developmental needs of the students in their class, while one teacher felt the unit "somewhat" addressed their needs. The students' needs that the teachers felt the unit successfully addressed were:

> Need to feel good about yourself (N = 1);
>
> How we feel shows and a smile will change the way the world looks; we are all different and special (N = 1); and
>
> Those who are shy and do not know how to relate their feelings, beliefs, attitudes; those students who are overconfident and have no respect for others.

Teacher Perceptions of Teacher's Guide

Two teachers found the teacher's guide to be "very useful," while one teacher felt it was "of some use." All teachers felt that the content in the guide provided them with enough structure and direction so that they could implement the activities. They felt that no additional information is needed to be added to the teacher's guide for Unit 2.

Teacher Overall Perceptions of Unit 2

Two teachers rated the experience of having used the unit as a very positive one. The teachers' comments included:

> Very positive experience. I used the unit two times before, it is a good way to go about bringing in the concept of not smoking in class, instead of the teacher just telling students not to smoke.
>
> Very positive experience. Because the materials relate to the kids.
>
> Somewhat positive experience. Some of the activities were not done as well as they could have been. Liked the concept for the unit, but the unit didn't communicate as well to the kids. The second unit was harder to understand (also used My Body with class). The concepts were right but the content wasn't appropriate. Felt unit was more thrown together.

All these teachers felt the students in the class benefited from having been exposed to the unit. One teacher commented: "One girl developed better feelings about herself. She now plays with more children on the playground." All teachers agreed that they personally benefited from using the unit. One teacher stated that it was enjoyable to teach, while another teacher said she benefited because "I had a chance to keep the materials and unit in the box. The materials we received at the orientation are for us to keep. Before, I had to use the school's copy. I liked the way it's boxed together, I don't have to hunt for all these things."

One teacher indicated that she would unconditionally recommend this unit to other teachers while the other two teachers said they would recommend the unit, but with reservations. One teacher recommended it with reservation because of the problems with the mirror activities; the other teacher felt that the unit could have been stronger in content. Two teachers indicated that they would use the unit again while one teacher was uncertain at this time if he would use it again with other classes.

Compared to other curriculum materials, two of the teachers felt this unit was better than most while the third teacher felt the materials were average. One teacher felt the unit was better than most because of how the teacher's guide is informative (very detailed) and because of the way the materials are packaged with the ditto's, filmstrip, and poster all in one box making the unit very easy to use.

The teachers were asked to rate the instructional quality of the entire unit and its specific components on a five-point scale with 1 = low quality and 5 = high quality. These ratings for Unit 2, My Self, are found in Table 8. The unit's filmstrip and poster received the highest ratings.

TABLE 8. TEACHER RATINGS OF INSTRUCTIONAL QUALITY OF MATERIALS IN UNIT 2

Entire Unit	4.0
Filmstrip/Tape	4.33
Poster	4.33
Activities in Teacher's Guide	4.0
Student Handouts	4.0

When asked to describe the major strengths of the unit, the teachers stated the following:

> The teacher's guide is complete and gives detailed information on how to use the kit; the kit-in-a-box has everything you need: teacher's guide, filmstrip, poster and dittos (N = 1);
>
> Strengths were the introduction to the filmstrip activity and the poster activity and that the materials were free (N = 1); and
>
> It is the best instructional materials that I have found to use for the level of students that I teach. I just feel that the materials and instructional layout is excellent.

When asked what if any were the major weaknesses of the unit, one teacher felt there were no weaknesses. While the other two teachers made the following comments:

> Some of the objectives and activities were not appropriate for first grade.
>
> The filmstrip script/play "Feeling Good About Myself" at back of teacher's guide would be too hard for first graders to put on ; there were many mirror activities and optional ongoing mirror activities.

When asked if the unit needs to be revised, two teachers felt revisions were needed. Their suggestions are listed below:

> Do filmstrip over, emphasize there are times to feel bad about one's behavior. We need to ask forgiveness at times and not to feel good about ourselves if we do wrong. Activity 2 with mirrors was not appropriate. Need to teach self acceptance of appearance.

Problem in finding mirrors, too many mirror activities, play too advanced for first-grade level; liked the handouts but two were too hard for first graders to read--"Feeling Good About Myself" and "Circle of Good Health." Don't need to change handouts to lower reading level. We're used to it; it happens with our other science materials.

STUDENT INTERVIEW DATA

Forty-nine students from three classes which used Unit 2, My Self, were interviewed. Two classes consisted of first grade students while one class had second graders. The breakdown of the number of students interviewed by class and sex is shown in Table 9.

TABLE 9. STUDENTS INTERVIEWED BY CLASS AND SEX

Class	Grade	Boys	Girls	Total
Burris	1	11	13	23
Hawthorne	1	4	2	6
Broadview	2	9	10	19
Total		24	25	49

Upon showing the students the poster from Unit 2, 48 students indicated they remembered when the unit's materials were used in their class. One student who did not remember was absent when the poster/filmstrip was used. Of the 49 students, 39 students indicated they liked the poster while four stated they did not and six were not sure. Reasons why they liked the poster included:

It's colorful.
They're feeling good about themselves.
They're looking through a window.
They have a smile on their face.
I liked the boat.
Porthole, the face in the porthole.

When asked whether they liked the filmstrip, 41 students indicated they liked it, while eight students were not certain. Reasons why they liked it included:

The song (N = 4).

When they sang the song, I liked it cause we sing the song with them.

When the fish had the mirror.

When they were singing.

When they looked in the mirror.

After replaying part of the song from the filmstrip, the students were asked if they liked the song. Forty-three students indicated they liked the song while one student did not and five were uncertain. Reasons why they liked the song included:

It was fun to sing.

Liked the music.

When he sang "Feeling good about, feeling good about."

We sang it in class.

Only one class used all the handouts that came with Unit 2. One class used Master 1 "Feeling Good About My Self" and Master 3 "Smoking Makes Your . . ." Another class used only Master 1 "Feeling Good About My Self." Students that used Master 3 "Smoking Makes Your . . ." indicated they liked the "dot-to-dot" activity. In addition, other students reported liking the other handouts that they used. Only one student said he did not like Master 1 "Feeling Good About My Self."

When asked "Of all the materials, what did you like most?", many students liked the filmstrip and song most while others said they liked everything— the handouts, the "dot-to-dot", and "Who do I see?." Other students reported liking the activity when they drew themselves using mirrors. Some students mentioned parts of the filmstrip that they liked best: when the fish looked in a mirror, when they looked in the lake and saw their reflections, and when they danced.

When asked, "Was there anything that you did not like?", several students mentioned they had trouble reading the handout "Feeling Good About My Self" and the "Circle of Good Health." Some first grade students reported that they did not know some of the words and the ditto was "hard to read." Two students said they did not like the dot-to-dot activity because it was about smoking. Most students, however, reported that they liked everything.

When asked, "What were some of the important things you learned from the material?", some of the students' comments included:

> Feeling good about myself.
>
> Not to smoke.
>
> If you smoke, your clothes, house smells like smoke.
>
> You can't change your face but can change the inside of your body to feel good.
>
> Smoking will give you dirty lungs.
>
> That it's o.k. to be short.
>
> The important thing about fishing is that you catch something to eat.
>
> When you can't catch a fish, it's aggravating.
>
> To like yourself.
>
> When you're happy, it makes you feel better. Cause after he got happy he liked himself again because he had a bunch of friends.

Students were asked specific questions which related to the content of the filmstrip and unit. When asked, "What does it mean to feel good about yourself?", some students said: "To feel good," "Be happy," "To like yourself," "Not to feel bad about yourself," and "To smile." When asked, "Should you feel good about yourself?", 48 students said yes, while one said no.

Students were asked from the filmstrip, "Why didn't Henry feel good about himself?" Some students commented that his fish got away while a few students said, "Because he thought he was too small." These students remembered Fred who felt bad because he was small and confused him with Henry. A black student in responding to two earlier questions said, "That boy (Henry) didn't like himself cause everybody's different than he is." (Henry was the only black child on the boat.)

All students were asked whether it was alright to make mistakes. Forty-three students said yes, while six students said no. Some of their reasons why it is alright to make a mistake included:

> You can do it right the next time.
>
> You can fish some other day.
>
> Everybody makes mistakes.

Reasons why it is not alright to make mistakes included: "Cause if you don't make mistakes, you can't get into trouble." and "If you make a mistake, you will hurt yourself like if you play with matches."

Students were asked to name some things that they could do to make themselves feel good. All students were able to name at least one thing that they enjoyed doing. Their responses ranged from playing outside to watching TV. Some of the more unusual comments included:

> Act like you are a ship, a cowboy, an Indian.
>
> If your Christmas tree is up, it makes you feel happy.
>
> Clean up your room, make your beds.
>
> When you have fun with other people.
>
> Eat good, get fresh air.
>
> Take care of yourself.
>
> Help your mom and dad.
>
> When I get a 100% on math test.
>
> I felt good about myself when I learned how to ride my bike. I felt better when I learned how to write.
>
> Doing the best I can.
>
> When I catch a fish.
>
> Go swimming, skating, ride my bike, running.

Students were asked if they remembered the "Circle of Good Health" and the "Circle of Bad Health," which was from the content of Master 2. Only one classroom used Master 2, therefore, the students from the other two classes did not know what it was. Some of the students from the class that used the handout described the "Circle of Good Health" as:

> Feeling good about yourself.
>
> Help people.
>
> Like/love one another.
>
> You can run and play in good health.
>
> Not to smoke.
>
> Don't have dirty lungs.

They described the "Circle of Bad Health" as:

> Getting all that dirty stuff in your lungs by smoking.
>
> Can't run.
>
> Get black lungs from smoking.
>
> Don't feel very good.
>
> When you get smoke in your lungs, you'll get sick and die and get bad health.

All forty-nine students knew that cigarettes were part of the "Circle of Bad Health" when asked specifically, "Are cigarettes part of the 'Circle of Good Health' or the 'Circle of Bad Health'?"

All forty-nine students knew that fresh air is part of the "Circle of Good Health" and that exercise, running and playing were also part of the "Circle of Good Health."

All forty-nine students agreed that if someone feels good about themselves, they will get fresh air, not smoke and run and play. The students' reasons why fresh air, running and playing are part of the "Circle of Good Health" are included in Appendix B2.

Some of the students' reasons why smoking is part of the "Circle of Bad Health" included:

> Cause cigarettes make your clothes stink and your breath.
>
> Cause it dirties your lungs and it's not good for you.
>
> Because they give you black lungs.
>
> It can make you get cancer.
>
> Bad for your health.
>
> Lungs bleed.
>
> Lungs turn black, you can hardly breathe. My dad says he can hardly breathe.
>
> When you blow smoke into a handkerchief, it makes black spots. (From Topol commercial.)

When asked, "Do you think you will smoke when you are older?", 46 students said no, while two responded affirmatively, and one was not certain. One student who said she would smoke said, "Yes, because my mom smokes." Reasons why some students said they would not smoke included:

> If people smoke it hurts their lungs.
>
> You'll breathe smoke, no fresh air.
>
> Cause your lungs will get black.
>
> Your breath will stink.
>
> Will not make you feel good, go to hospital.
>
> You won't feel good about yourself if you will smoke.
>
> You'll get sick and you might die.
>
> It gets gook in lungs.

Summary of Student Interviews

Compared to Unit 1, My Body, Unit 2, My Self, had less specific instructional content to question the students about. From student responses to the question which asked students to describe the important things that they learned from the unit, most of the students' comments related to either the affective objective of the lesson that it is important to feel good about yourself or their comments related to the fact that smoking is not good for you.

Most students reported liking the filmstrip, the song and the poster that went with Unit 2, My Self. Some students, however, indicated that they had trouble reading two of the student handouts. "Feeling Good About My Self" and "Circle of Good Health." Most students, however, reported liking everything.

CHAPTER 4. SPECIFIC UNIT FINDINGS: UNIT 3, MY HEALTH

TEACHER QUESTIONNAIRE AND INTERVIEW DATA

Using and Implementing Unit 3

Of the three teachers who taught Unit 3, My Health, in their class, one teacher had used the unit with other classes. The total hours of instruction that the unit was used in each class ranged from one hour 40 minutes to two hours, to six hours of instruction.

When first beginning to implement the unit, no teacher reported having any problems. Two teachers needed less than half an hour to prepare for the unit, while one teacher needed between 30 minutes to one hour to prepare. Two teachers used the unit as a "stand-alone" unit of instruction while one teacher incorporated it with other health education materials. All teachers, however, relied primarily on the activities found in the teacher's guide for the unit and the student handouts. All teachers reported that no implementation problems developed while they were using the unit.

Two of the teachers had very positive feelings toward the unit and its activities. These teachers reported liking the filmstrip and student handouts. One teacher commented, "The children enjoyed the filmstrip. I liked this for the opening. But the activities I enjoyed the most." In particular they liked handout #2, "Health Lung, Smoke Lung." One teacher indicated that she sent the ACS letter home to parents and was glad that it was included in the unit. Neither teacher indicated that there were any activities or handouts that they would not use again.

The third teacher who used this unit had a completely different reaction to the unit. There were no materials in the unit, including the activities in the teacher's guide and the student handouts that she felt were adequately written. She felt the subject matter was appropriate for the grade level, but it was not adequately developed. In addition to not liking the ditto's and teacher's guide, she also did not like the poster. While the teacher used all handouts with the class, she felt she would not use them again, but "Would prefer to make her own." Although the teacher did not mention liking the filmstrip, the students when interviewed mentioned that their teacher had shown them the filmstrip three times.

While the two other teachers who used the unit indicated that they felt the students in their class enjoyed the unit and the materials, the other teacher did not feel that the students enjoyed the unit. She stated, "They seemed to dislike the handouts most of all."

When asked "For which grade do you think this unit is most appropriate?", one teacher felt it was most appropriate for grades K-2; another felt second grade while another felt third grade.

Unit Objectives and Outcomes

When asked what major health objectives they felt this unit addressed, the teachers commented:

> Smoking, exercise, eating right, and overall health habits (N = 1).
>
> Being aware of yourself and your health habits (N = 1).
>
> I do not feel that any major health objectives are addressed properly by this unit. (N = 1).

When asked what learning/student objectives they emphasized while teaching the unit, the teachers reported that they emphasized:

> The use of good health habits for overall growth and health (N = 1).
>
> Being healthy, watch yourself and your habits (N = 1).
>
> I stressed the ones in the teacher's guide--good and bad health features (e.g. good fresh air, exercise, proper diet, bad junk foods, cigarettes, and inactivity).

All three teachers felt that students learned more "affective learning" than cognitive from this unit. One teacher felt that student handout #3 (Healthy Lung) was most effective in promoting affective learning against smoking. All three teachers also felt that students had no trouble understanding any of the concepts presented in the unit.

One teacher reported observing changes in student attitudes as a result of teaching this health unit. The teacher commented that, "Some students would be aware of habits they use here at school. For example, washing your hands after using the restroom. The students are more aware of themselves." While another teacher did not observe changes in attitudes, she felt the students did develop a greater awareness toward the dangers one might encounter from cigarette smoke as well as the danger that is prevalent from their use.

Two teachers reported observing changes in student behavior as a result of teaching the unit. They commented that, "The students feel they have a part in their own growing up and that their attitude toward smoking was the most wholesome one."

The teachers were divided in opinion as to the extent the unit meets the health and developmental needs of students in their class. Their responses ranged from "very much," to "somewhat" to "a little." While one teacher felt that no student needs were successfully addressed, the other teachers felt the unit successfully addressed students' self-awareness and the students' understanding of the need for fresh air and overall health needs for their development.

Teacher Perceptions of Teacher's Guide

Two teachers felt that the teacher's guide was "very useful" while one teacher thought it was "of some use." All teachers felt the content in the teacher's guide provided enough structure and direction so that they could implement the activities. One teacher felt other information should be added to the teacher's guide in the line of different activities and better student handouts. In addition, this teacher felt the teacher's guide should be rewritten to include higher interest level features.

Teacher Overall Perceptions of Unit 3

When asked, "How would you rate the experience of having used the ACS instructional materials?", one teacher rated it as a "very positive" experience and said, "It made the children more self-aware about health habits. I liked the way the whole thing went off. Cartoons (in the filmstrip) made kids more relaxed. They liked that." Two teachers described the experience as being a "somewhat positive" experience. They commented that:

> Liked the materials, pretty well organized, hard to mess up.
>
> Need more activities and for the activities to be in more depth. Students may have wanted more, the unit was incomplete. There were no bulletin board ideas. The unit was very quickly put together. Not much thought and consideration went into it.

All three teachers felt the students in the class benefited from having been exposed to the unit(s) they used. Their comments included:

> What made the most impression on students was on smoking. Students see older students smoking at the bus stop. Hope to have made an impression on that (N = 1).
>
> Only used one unit, it was pretty good. The students liked the filmstrip. Some of the filmstrip was repetitious, things that they heard in the past. Liked it when they showed what happens when Healthman didn't do the right things (N = 1).
>
> Made students more self-aware. When we talked about smoking, some students felt disgusted that their parents smoked. Liked the activity where they lie on the floor some as in My Body, My Health.

When asked if they personally benefited from this experience, their responses varied, as indicated below:

> Yes, it was something that was more than the science book. They don't get this. We don't have health in our school.
>
> Yes, it made me aware of the fact that something definitely needs to be done. In my family we have had deaths. My family gives money to the American Cancer Society and if they are spending money on this, I think they are wasting our money. Something more can be done.
>
> No, most of the material covered in the unit I already knew. I had covered it in the past.

Two teachers said that they would recommend the unit unconditionally to other teachers, while one teacher would recommend it but with some reservations. Two teachers said they planned to use the unit again while the other teacher was uncertain.

When asked to evaluate the unit as it compared to other curriculum materials, all three teachers rated the materials as being "average." One teacher felt the unit was "very worthwhile" and should be in the students' curriculum while two teachers felt the unit "has some value" in the students' curriculum.

Teachers were asked to rate the overall instructional quality of the unit they taught and its components on a five-point scale with 1 = low quality and 5 = high quality. In this unit, the filmstrip received the highest average rating, while the poster received the lowest. These results are found in Table 10.

TABLE 10. TEACHER RATINGS OF INSTRUCTIONAL QUALITY OF MATERIALS IN UNIT 3

Entire Unit	3.33
Filmstrip/Tape	4.0
Poster	2.66
Activities in Teacher's Guide	3.0
Student Handouts	3.33

When asked to list the major strengths of the unit, the teachers stated the following:

> The filmstrip-record; fun and enjoyable activities; variety to go from one level to another level (N = 1).
>
> They are teaching something important; they teach in a good logical order; good instructions (N = 1).
>
> The subject is crucial to the lives of our students. I feel the unit has some merit, but no genuine strengths. The student is shortchanged.

When asked to describe any major weaknesses if any in the unit, one teacher felt the unit had no major weakness. The other two teachers, however, commented:

> The unit should be updated to include more material, activities (N = 1).
>
> It (the unit) can be made stronger if used with our science books (N = 1).

When asked whether the unit needed to be revised, one teacher responded affirmatively. She commented that "Different activities are needed in the teacher's guide; different student handouts are also needed. There are no activities in guide dealing with exercise. The activities are not specific enough. For example, what constitutes a good diet; fresh air, there are no details or information on air pollution. Revise the whole thing. The students liked the fat man on the filmstrip, they laughed."

STUDENT INTERVIEW DATA

Forty-four students from three classes which used Unit 3, My Health, were interviewed. Two classes had second graders while one class consisted of third graders. The breakdown of the number of students interviewed by class and sex is shown in Table 11.

TABLE 11. STUDENTS INTERVIEWED BY CLASS AND SEX

Class	Grade	Boys	Girls	Total
Ellettsville	2	6	6	12
Morgantown	2	7	10	17
Ellettsville	3	7	8	15
Total		20	24	44

Upon showing the students the poster from Unit 3 prior to the interview, all students indicated that they remembered when the unit was used in their class. Forty-two students indicated that they liked the poster, while two students did not. Some of the reasons that the students gave for liking the poster included:

> It teaches me different health things that I don't know.
>
> I liked the guy (Healthman), he's good and he has good health habits.
>
> I liked it because it encouraged me to exercise more and get a good diet.
>
> Liked the name Healthman.
>
> The poster helped you color the handouts.

Forty-three students (88 percent) indicated that they liked the filmstrip. Some of the reasons why they liked it included:

> I liked it when they had the machine (in future).
>
> Showed when Healthman was fat, he could either turn out to be fat or to be strong.
>
> I liked it cause they had him teaching different health problems.
>
> Liked when the kid siad "Is it a ship, a plane?" at the beginning.
>
> Yes, it taught you some things you're supposed to do. You should take care of yourself and not eat too much candy and eat vegetables and stuff.
>
> I liked it when he said "I'm not afraid of crying."
>
> Healthman looked like Superman.

Forty-three of the students (88 percent) liked the song. Reasons why they liked the song included:

> When they sang Healthman.
>
> Cause it showed us about health.
>
> When they said, "He washes his hands and the germs run like rabbits."
>
> The music, the beat.

Of the three classes, only two classes used the handouts that came with the unit. In one class, the teacher did not use any of the handouts because of scheduling problems. (He decided to use the unit before Christmas break and did not have time to use handouts.) In the other two classes, one class used all the handouts, while the other class used three handouts--"Health Lung, Smoke Lung," "The Adventures of Healthman," and "This Week's Record of My New Health Habit." (The class did not use "Healthman's Health Meal Placemat.") Many students liked all the handouts used. Some students, however, indicated that they had trouble reading some of the words on the handouts. These included: monoxide, contains, exercising, futuramicoscoscope. Some students also reported having had trouble filling out "This Week's Record." It seems that they did not understand the difference between the columns "Keep At It" and "Doing Well" on the chart.

When asked, "Of all the materials in the unit, what did you like most?", many students indicated that they liked everything, while others mentioned the filmstrip, the song, when the song said "the germs run like rabbits" and the machine that showed the future.

When asked, "Was there anything that you did not like?", the students mentioned the germs, the cavities, the girl that yelled at Healthman, and the fat man.

As with the other units, the students were asked to recall the important things that they learned from the materials. Some of their responses were:

Not to smoke

Not to eat a lot of candy

Breathing fresh air

Too many sweets can make you hyper.

Exercise

If you don't wash your hands, you'll get germs.

If you don't brush your teeth, you'll get cavities.

Eat the right foods, have a good diet.

Bad health is not good for you.

Bad habits are hard to break.

To wash everyday and keep clean

Students were asked seven specific questions which related to the content of the filmstrip and the unit. When asked to describe Healthman, students gave the following types of descriptions:

Healthy

Strong and powerful

Big muscles

Clean all the time

He isn't afraid to cry.

He doesn't smoke cigarettes.

He helps people, tells them what habits they should do and they shouldn't do.

Strong and not fat, in good health

Looks like Superman.

He eats fresh food.

Students were asked to describe health habits that Healthman felt were good for them. Some of the health habits that they names were:

Brushing teeth

Eat good healthy diet, balanced diet.

Having fresh air

Exercise

Stay clean.

Sleep.

Not to smoke

Don't watch too much TV.

Wash face, brush hair.

Not to eat too much food

Not to take pills

Students were also asked to name health habits that were bad for them. Some of those named included:

Eating sweets, candy

Smoking

Watch too much TV.

Don't eat popcorn.

Don't let germs get to you.

Say "no" to junk food.

Don't eat stuff that drops on floor.

Don't bite your fingernails.

Don't put your fingers in your mouth.

Not resting

Bad diet

Having puny muscles

Not taking a bath

Sleeping at school

All students interviewed were asked if they have a health habit that they would like to change. Twenty-one students (43 percent) indicated that there was at least one health habit that they wanted to change. These health habits included:

Exercise more (N = 7).

To have an apple for a snack at night

Brush teeth more (N = 4).

Breathe more fresh air.

Watch less TV (N = 4).

Get more rest (N = 2).

Get Mom and Dad to stop smoking.

Eat more good fruit.

Drink water.

Practice flute more.

Wash face more.

As a follow-up question, students were asked whether they have a new health habit since they saw the filmstrip about Healthman. Thirty-one students (63 percent) indicated affirmatively. These new habits included:

Exercising more

Brushing teeth more

Eating better

Getting more sleep, resting

Not biting fingernails

Not watching as much TV

Not eating so much candy, junk food

Ride bike everyday.

Do pushups.

Yes, I did more good things. I've played more outside. My mom and I are eating more salads, vegetables. I went on a diet to lose weight.

Students were also asked "How is what you eat important to your health?" Some of their responses included:

If you eat too many sweets it will make you hyper; it will give you cavities, teeth will yellow; it will make you fat.

If you don't eat vegetables your teeth will get rotten and grey.

Food gives you energy, makes you feel strong, not weak.

If you eat too much junk food, you won't live too long.

Eat good foods, you will live longer.

I'm not allowed to drink coke, pepsi, tea, coffee, because it's got too much caffeine.

If you take care of your teeth, your teeth will take care of you.

I ate too much sweets. I have a cap on my tooth.

Teeth get green if you smoke.

If you eat junk food, you'd get fat.

If you eat bad things, you might throw up (tossing your cookies).

All students were asked to name foods that were good for them and foods that are bad for them. Meat(s), types of vegetables and fruits, juices, milk and water were mentioned by the students as being good for you. Foods that were bad included: candy, types of desserts, junk food, pops, cereals with too much sugar, drinks with caffeine, sugar, salt, chocolate, chewing tobacco and smoking. (A complete listing of the specific foods named by the students is found in Appendix B3, Part II, Questions 5B, 5C.)

When asked if smoking is a good or bad health habit, all students said it was a bad health habit. Some of their reasons why it was bad for you included:

> It gets in your lungs, can't breathe, clogs up lungs.
>
> Gives you cancer.
>
> It rots your teeth.
>
> My grandfather died of it.
>
> Makes your heart not function.
>
> My mom's getting sick from it and had to stop.
>
> Because it has tobacco in it.
>
> Takes some of your life away.
>
> Instead of being pink, lungs get brown.
>
> If you smoke, your lungs turn brown; you get more used to it and finally automatically do it. It has nicotine.

When asked if they think they will smoke when they are older, all students said they would not. Some of their reasons included:

> Not after my grandfather died, no way.
>
> It's bad for your heart, might die.
>
> I don't want to die quick.
>
> Cause it's bad for you, bad for your lungs.
>
> Don't want to get cancer.
>
> If I smoke, I'll have a shorter life.
>
> If you smoke, you can get cancer; no one wants cancer; if you start, it's hard to stop.

Because you might get black lungs.

Cause if you're pregnant, it's not good for your baby (girl).

Cause if you're pregnant, the baby could die inside (boy).

My dad smokes five packs a day and started a fire.

Smoke makes my eyes water.

I have asthma attacks when my grandfather gets cigarettes by me.

Allergic to cigarette smoke.

Because my dad doesn't smoke.

I don't want my lungs to get brown and my teeth to get green.

My grandmother bought me a pipe, my dad gave me tobacco and I smoked it and it made me sick.

Summary of Student Interviews

Most students indicated that they liked the filmstrip, song and poster that accompanied this unit. While not all students used the handouts from the unit, some students reported having difficulty with the words in some of the handouts and with understanding what the different columns meant and "This Week's Health Record." Students were able to describe with no difficulty the good health habits that were promoted by Healthman and could offer many examples of bad health habits. In addition, students were able to list examples of good food and bad foods (i.e. those foods which make up a good diet vs. poor diet).

Assessing student knowledge gained from this unit was difficult because we did not know what prior knowledge students had about the health habits advocated. In addition, there is content carryover from Unit 3, My Health, and Unit 1, My Body. This is important to note because one class (third grade) used the filmstrip from My Body as an introduction to Unit 3. In order to assess the impact of the unit on the students, the students were asked if since they viewed the filmstrip, did they now have a new health habit. Significantly, 63 percent of the students indicated that they did have a new health habit while 43 percent stated that they had at least one health habit that they wanted to change.

All students described smoking as a bad health habit and provided reasons why it was not good for one's health. In addition, all students indicated that they did not think that they will smoke when they are older.

CHAPTER 5. SPECIFIC UNIT FINDINGS: UNIT 4, MY CHOICE

TEACHER QUESTIONNAIRE AND INTERVIEW DATA

Using and Implementing Unit 4

Of the five teachers who taught Unit 4, My Choice, in the classroom, only one teacher had used the unit with former classes. On the average, the teachers spent about three hours of class instructional time on the unit (2½ hours [N = 1], 3 hours [N = 3] and 3½ hours [N = 1]).

When first beginning to teach the unit, the teachers had no implementation problems. Most teachers (N = 4) needed between one-half hour to one hour to prepare to use the unit while one teacher needed between one to three hours. Three teachers used the unit as a separate "stand-alone" unit; while, one teacher incorporated the unit with other health education materials, and another teacher incorporated the unit with social studies materials. Four of the teachers relied primarily on the teacher's guide activities and student handouts provided by the unit. To supplement the unit, one teacher used half of her own materials in addition to the ACS activities and handouts.

While teaching Unit 4, two teachers experienced implementation problems. Both teachers indicated that they found that some of the activities were unsuitable and, therefore, decided not to do them. When asked, "Of the materials included in the unit that you used, which did you like most?", four of the teachers listed the filmstrip. Other activities teachers mentioned liking included the poster (N = 3); "What do you breathe?" activity (N = 1); the "I Choose, I Don't Choose Activity" (N = 1); "The Story of" student handout (N = 1); and role-playing (N = 1).

When asked, "What materials did you like least?", a varied response was generated. One teacher felt there were no materials that she did not like, while other teachers reported not liking: the role-playing activity (N = 1), using magazines for "The Story of Me" book (N = 1); the family tree (N = 1); and the breathing games since the students needed more background information (they have not studied lungs in school) (N = 1).

Of the student handouts that teachers used, the ones that they liked most were Master 2 "The Story of" (N = 3); Master 4 "Choose the Smoking Words" (N = 2); and Master 3 "What do you breathe?" (N = 1). One teacher indicated that they used "The Story of" handout in conjunction with a Social Studies unit on choices and self-esteem. In addition, one teacher indicated that there were no student handouts that she liked.

When asked if there were student handouts that they would not use again, many problems with using the handouts were described. The teacher who did not like any of the handouts stated the "repro-masters" did not promote classroom discussion; the students' directions required too much work for too little instructional value. Other teacher comments included:

> Because we have limited use of paper, I didn't think the letter to home was necessary. I felt that "The Story of Me" comic strip was also not important enough to run off.
>
> Master 4 "Choose the Smoking Words," there wasn't enough background for students to do sheet. The sheet needed to have the words listed on it so they know what to find.
>
> Making a family tree activity: Not all children know grandparents' name. Some students whose parents were divorced were embarrassed by the activity. Since their parents were divorced and they lived with one parent, they did not think they had a second parent's family or that they no longer had a dad or mom to list on family tree.
>
> Studying turning points of famous people's lives: too hard an activity for this grade level.
>
> Role-playing: My class does not respond well to this type of activity, and I don't feel comfortable with it.

Four teachers felt that the students appeared to enjoy the activities and materials that were used. Some teachers commented, however, that while most of the students enjoyed the activities, some of the activities were a little low level for the brighter kids. One teacher said she could not tell if the students disliked any activity but that the activities were more interesting to the slower youngsters. Another teacher reported that the students got tired of the "me" books (Master 2) before they were finished.

Unit Objectives and Outcomes

When asked to describe the major health objectives that this unit addresses, the teachers listed the following:

> That we can control some of effects on our body; that what we choose will affect our lives; smoking can harm our body; and we can't change the choices of the past, but can choose some of our future;
>
> Decision making (N = 2);
>
> Exercise, rest, taking care of yourself, and making choices (N = 1);
>
> Making good decisions, breathing clean air, assuming responsibility for good health.

When asked to describe the learning or student objectives that they emphasized while teaching Unit 4, the teachers cited the following:

> The student will understand that he/she has choices in their lives and that their lives will be determined by their choices. The student will understand how smoking affects the body (N = 1);
>
> You are responsible for your own choices (N = 1);
>
> Make choices, how lungs work (N = 1);
>
> Making good decisions, breathing clean air, assuming responsibility for good health (N = 1); and
>
> Decision making (N = 1).

When asked, "What do you feel students learned most from the unit?", the teachers stated:

> Responsibility for own actions.
>
> They have been made more aware of smokers. Three family members have convinced family members to quit smoking. We made a large poster on which we listed (1) Things I Choose to Do and (2) Things I do Not Choose to Do. They are still bringing in pictures for the poster even though it is no longer on bulletin board.
>
> Smoking isn't a good choice; they make more choices than they realize.

(1) They learned that there are some things that they have no choice about, but other things that they do have some choices about;
(2) how our lungs work and how smoking can damage them.

One teacher felt Unit 4 produced changes in student attitudes concerning smoking. Another teacher who did not observe any student changes stated: "Even though I did not observe any changes, I feel that this unit did have an effect on my students' lives." Two teachers felt the unit "somewhat" met the health and developmental needs of the students, while three teachers felt the unit only met the health and developmental needs "a little." Three teachers felt the unit met the following student needs:

> It reinforces the school's present behavioral program for the development of individual responsibility.
>
> It meets needs of those who haven't tried to smoke.
>
> Helps students understand how smoking damages the body, how to deal with peer pressure and for them to understand that they have choices to make in their lives.

Teacher Perceptions of Teacher's Guide

Three teachers found the teacher's guide for Unit 4 to be very useful while two teachers felt it was of some use. Three teachers felt the content in the guide provided enough structure and direction so that they could implement the activities. Two teachers, however, felt more information was needed in the guide: needed more content, more facts, in particular, to better explain Master 3, "What do I Breathe?". In addition, one teacher felt that more of an objective type of activity should be included. Teachers specifically suggested the following additions:

> I would like the handouts to make a coloring book with pages to go along with the lesson. It could have situations where children would have decision and could talk about decisions and why it would be the correct decision.
>
> Student handouts should provide situations for role playing, decision playing or list choices for students to make. My students are well versed in the evils of smoking. They need to be more aware of the choices that they are making.

Teacher Overall Perceptions of Unit 4

Four teachers rated the experience of having used Unit 4 with their classes as a "somewhat positive" experience, while one rated it as being "so-so." Their comments are included below:

> Somewhat positive. There needs to be a follow-up tape something to do with clean air; smoking is an air pollution problem, non-smokers don't have any rights.
>
> Somewhat positive. Concept is a good one, third grade is the right time; filmstrip is good but the handouts aren't appropriate or suitable for us.
>
> Somewhat positive. I felt I had done some other things beforehand that I felt had more content-oriented activities in them. The ACS materials were good as enrichment, but would have felt good if there was more content. If I had only used the ACS kit, I don't think my kids would have gotten much out of it.
>
> Somewhat positive. I enjoyed using the materials. I use them every year, third/fourth time to use My Choice.
>
> So-So. Choices (decision-making) at this level is a good thing. Not sure that it taught that. The filmstrip was good. Handouts should have a lesson on it. Handout with circles in it (Master 3), I didn't know what to do with it. In Word Search (Master 4), students didn't know what the words would be, th[illegible] didn't know Nicotine. Other content could be added to unit [illegible]or example, talk about clean air, pollution.

All teachers felt the students in their class benefited from having been exposed to the unit they used. Their comments included:

> Felt it reinforced what we are doing in school in making choices.
>
> New awareness. Reinforced what I've been teaching in health. They enjoyed the projects.
>
> Feel that students learned that they do have choices in their lives. Need more content as why smoking is bad. The teacher needs to do more with it than just use the unit.
>
> Before using the unit, this year's class didn't realize they have a choice in some things. They feel that what Mom tells them to do is what they should do. In other years, with other classes, I have used the ACS coloring book. The students see what can happen if they smoke.
>
> Our classroom rules include the need to be responsible. The unit is related to that. Other people expect them to make the right choices.

Four teachers felt that they personally benefited from having used these materials. One teacher who did not said, "No, but it was a nice filmstrip." Other teachers' comments included:

> Yes, it gave me something specific to work with.
>
> Yes, felt the filmstrip will be used again and will be able to incorporate with what I'm doing.
>
> Yes, I had never thought about certain things we can choose to do and what things we have control over. New way to teach smoking—smoking.
>
> Yes, I enjoyed teaching it. I'm dead set against smoking. If I can prevent one student from smoking, it's worth teaching it. I enjoyed using the materials. It's a break from other things. I also loved the unit for kindergarten (My Body with Henrietta).

One teacher indicated she would recommend unconditionally this unit to other teachers, four teachers indicated they would recommend the unit with some reservations. One teacher commented that "The unit is helpful but it's best if used with other materials and ideas too." Three teachers indicated that they would use the unit again, but two teachers were uncertain at this time if they would.

Compared to other curriculum materials, four teachers felt the unit on a whole was "average," while one teacher felt it was "better than most." Three teachers felt the unit was "very worthwhile" in the students' overall curriculum while two teachers felt the unit "has some value."

In addition, teachers were asked to rate the overall instructional quality of the unit and its components on a five-point scale with 1 = low quality and 5 = high quality. Teachers gave the highest overall ratings to the unit's filmstrip (4.4) and poster (4.4) and the lowest rating to the student handouts (3.4). These ratings are found in Table 12 below.

TABLE 12. TEACHER RATINGS OF INSTRUCTIONAL QUALITY OF MATERIALS IN UNIT 4

Entire Unit	4.0
Filmstrip/Tape	4.4
Poster	4.4
Activities	3.6
Student Handouts	3.4

When asked to describe the unit's major strengths, the teachers provided the following comments:

> It approaches the dangers of smoking by showing children that they can choose; the activities are fun and do not need lots of teacher preparation time (which is very limited).
>
> I liked the unit because it was programmed for me. This helps a busy teacher.
>
> The idea is a good one. Children need to learn to make good choices.
>
> Making choices is a big part of the growing up process; we emphasize choices in our curriculum. Third grade is a good time to start being more responsible for yourself.
>
> The teacher's guide, filmstrip and cassette, poster, and worksheets.

When asked to describe the major weaknesses of the unit, the teachers offered the following comments:

> Activities did not promote discussion (i.e. repro-masters); student directions for activities required too much work for too little instructional value.
>
> It's sort of a "one-shot" deal. I wonder if an ongoing unit could be developed that would integrate cancer-awareness with other subjects (I tend to do this).
>
> It would be hard to use this unit to give a complete education on the dangers of smoking; however, it is a good enrichment unit.
>
> It needed repro-masters that would have a lesson on them. Then when they take them home, parents could see the idea of the lesson. I like masters to be a "spring-board" for discussions.

All five teachers felt the unit, My Choice, needs to be revised. In addition to the other suggestions offered, the teachers made the following recommendations for revision:

> Add content on air pollution and non-smokers' rights.
>
> Add more content, a couple more activities. There are more things you can do with the unit.
>
> What would be useful would be to list some student role-playing activities for decision making and making choices in the teacher's guide. The handouts should be more objective concerning decision making. Have decision, ask for reasons why children should make a particular choice.
>
> Handout Master, "When I am a Teenager, I Will Choose," I don't let the students use magazines any more when making the "Story of Me" as I did in past years. The boys would cut out pictures of women in bra's. It was also hard to do family tree activity. Kids didn't understand two sets of grandparents. Divorced kids without fathers also had trouble. Might want to state caveat in teacher's guide on omitting activity.
>
> Need to add more content. Best activity was activity with lung, where they have air come in, it was good. More activities like that are needed. While it was a good activity, I'm not certain students understood everything. Unit 4 is good for enrichment, but by itself I don't know what would happen.

STUDENT INTERVIEW DATA

Fifty-four students were interviewed from four third-grade classes that had used Unit 4, My Choice, in the classroom. Two of the classes were from the same school with three different schools included in this group. The breakdown of the number of students interviewed by class and sex is presented in Table 13.

TABLE 13. STUDENTS INTERVIEWED BY CLASS AND SEX

Class	Grade	Boys	Girls	Total
Eminence	3	10	5	15
Morgantown (1)	3	7	5	12
Smith	3	5	7	12
Morgantown (2)	3	7	8	15
Total		29	25	54

Students were shown the poster from Unit 4, My Choice, prior to the interview. All fifty-four students indicated that they remembered when the unit was used with their class. Fifty students (93%) indicated that they liked the poster. Some of their reasons included:

> Liked the blue album, blue faces.
>
> Sometimes when I didn't have anything to do I'd run my fingers through the mazes.
>
> Liked when he was looking at album.
>
> Liked arrows.
>
> How the book talks, sings
>
> Neat how it goes in maze.
>
> Book talked, book was made out of clay.

Reasons why some students did not like the poster included:

> Didn't like the smoking part and didn't like it when they asked him for cigarette.

Almost all of the students (N = 52, 96%) liked the filmstrip. Some of their reasons why they liked the filmstrip included:

> It was a good filmstrip, better than most that we have.
>
> Liked the talking book.
>
> Liked the end of the filmstrip, where his mother said books don't talk, he said "Oh yeah?"
>
> When he chose about smoking, he chose not to smoke.
>
> When he didn't want to go to the movies, to run and exercise.
>
> He exercised and I don't exercise that much cause I watch TV.
>
> He didn't sit around, he kept busy when it rained.

Fifty-two students (96%) also reported that they liked the song in the filmstrip. In particular, the students liked when the photo album sang. One student said "The song made you feel like singing with it." Another student commented that he liked it when he said, "It's your choice."

Two of the four classes used all the student posters that came with Unit 4, My Choice, while one class used only "The Story of Me" and the other class used no unit handouts. From the classes that used all the unit handouts, the students presented a range of viewpoints concerning what they liked and did not like about the handouts. Some students reported liking all handouts, while others indicated that there were handouts that they did not like. While some students said they liked "The Story of Me," one student indicated that she did not like "The Story of" activity because "It was hard to make the book and had to put dumb things in it." While some students said they liked the "smoking words," other students said they did not like that particular handout. Their reasons varied from "I did not like the smoking words because there was no challenge and could see all the words," to "Because it was hard to find the words." One student commented that the "smoking words" handout, "Had too many words on it."

Only one class used the "What do you Breathe?" handout along with the suggested teacher activity (Activity 4) that "traces circles to show how smoke goes in lungs." Students who used this activity in class indicated that they enjoyed it. One student called it "the carbon dioxide lung activity." In another class, the teacher used this handout without using Activity 4. In this case, some students mentioned it was "hard to read the 'What do you Breathe' words."

When asked, "Of all the materials, what did you like most?", the most frequent response related to the filmstrip and to its content. Students said that they liked "the blue/grey album," "when the book cover came to life," "when the mother couldn't believe the book could talk," and "when Bobby chose not to smoke." Other things students liked included: making my own book, "The Story of Me," the poster, the game with circles ("What do You Breathe," Activity 4), the handouts and the song.

When asked if there was anything that they did not like, several students said they did not like it when the other boys offered him a cigarette and when they started to call Bobby names because he didn't take it. One student felt it was dumb of Bobby to turn the movie down and to go running instead.

The students were asked to recall what some of the important things were that they learned from the materials. Some of their responses included:

Not to smoke

That smoking is bad for you, can die from it; bad air, smoke gets in your lungs.

Some people smoke to see what kind of a hot-shot they are.

To exercise

Shouldn't take cigarettes from other people.

Learned to choose things that I like to choose and sometimes not to choose things that are bad.

Not to make bad choices

Make your own choices.

Don't play with friends that smoke.

When we grow up we'll make our own choices.

Cause you have to make your own choices in life, no one else can do it for you. So you can write the story of yourself.

Not to go to the movies sometimes, but to get fresh air instead.

Tell your friends no, if they offer you something bad.

Not to be bored if it rains.

Students were also asked 10 specific questions related to the content of the filmstrip and unit. These questions were asked to assess recall and personal impact of the unit on the students. Namely, whether and in what ways did the unit have an impact upon the students.

"Did the story of Bobby (the character in the filmstrip) make you think of yourself differently?" Forty-six percent of the students (N = 25) indicated that it had. Some of the reasons why the students felt the story made them think of themselves differently are listed below:

> It made me feel better about choosing.
>
> Maybe if your friends want you to smoke, I learned you're not supposed to smoke.
>
> I choose a lot of things differently now. Before if someone asked me to go to a basketball game, I always used to say "Yes." Now, I turn them down because it interferes with other things you can do.
>
> Cause he was colored.
>
> Cause he lives in a city. (from rural environment)
>
> Next time your mom offers you a snack—apples, cookies or orange juice—choose apples and orange juice.
>
> It made me think about how my parents smoke and drink.
>
> I usually go to the movies all the time, I need more fresh air too.
>
> Cause Bobby's black and I'm white.
>
> Now I know it's important to make our choices, not to ask people what to do, to do it my own way.
>
> His life is different from mine. When I go out on the street no one asks me if I want a cigarette. No one asks me to go to a movie either.
>
> It makes me feel proud of myself, because I'm not going to smoke when I get bigger.
>
> I used to be bad until I saw the film, I changed around. I decided not to chew tobacco. I get sick on it. When my dad asked me yesterday if I wanted to chew I said "No."

Students were asked "What did Bobby learn from his family album?" Some of their responses included:

> He can make his own choices.
>
> It's his life and it's his choice.
>
> Not to smoke, not to take cigarettes
>
> The album taught him to go out and try different things that he hadn't tried before.
>
> Taught him to choose what he wants to choose and not what other people want you to choose.

To run and play instead of going to movie

Everytime you make a choice, you're writing a story of you.

He learned the story of him.

His mom told him to look in the album, the album is important to mom.

Album taught him that you could find some of your old family pictures of your grandma's or grandpa's that you hadn't seen before.

It's hard to make your own choice.

If he wants a cigarette, it's his choice.

To choose the right decisions

As a recall question, students were asked, "What choices did Bobby make?" Students correctly recalled various choices that Bobby made during the events of the day. These included:

Not to smoke

Not to go to the movies

To go outside

To exercise, to run and play

To look at family album

Not to play ball with friends

To take care of himself

To get fresh air, not to stay inside

To rest

To provide students with an opportunity to transfer what they saw in the filmstrip to their own lives, they were asked to name choices they can make (in a general sense) and to specifically name good choices and bad choices. In Appendix B4, Part II, Question 4, there is a complete listing of the choices students named. Some of the good choices and bad choices named by students are listed on the following page.

Good Choices

Swimming in summer
Riding a bike
Exercising
Help your mom.
Pick flowers for your grandma.
Help your dad feed the cow, hogs.
Eat vegetables.
To do something quiet, like read a book, if it's raining outside
To mind your mom and dad
To mind your teacher
Not to smoke, chew tobacco
Clean house for parents.
Not to do bad things
Help your brother and sister.
Choose to eat good food instead of candy.
Go to school.
Obey somebody that's babysitting you.
Don't go to the movies if you don't have to.

Bad Choices

To smoke
Swimming in deep water, can drown
Jumping off a roof
Not to go to movies that are dirty
To go outside when it's freezing
To take dope
To take a baby piglet from its mother
To tell on your friends
To ride your bike on the road
To cough at people
Don't go to places that say "Keep Out"
Don't play by deep construction holes.
Don't go anywhere without your mom knowing.
To make fun of other people
To hurt people
To not go to school when you're not sick
To play with guns
To steal
To break in someone's house
To cuss
To lie
To drink
To copy work
To talk to strangers
To smoke in bed
Get in a car eith a stranger.

Students were asked if smoking is a good or bad choice. All fifty-four students (100%) indicated that smoking was a bad choice. (Some of these students had identified smoking as a bad choice in an earlier interview question.) Their reasons for why it was bad included:

> My grandmother died from cancer.
>
> Bad for health.
>
> It gets in your lungs, makes you have cancer.
>
> Cause when you smoke, you can't break away from it, a habit you can't break, can never quit.
>
> Burned my skin with my grandfather's cigar.
>
> Can hurt your lungs and you can die.
>
> It can kill you.
>
> The smoke is bad for you, breathe smoke into lungs.
>
> Makes your eyes burn, not good for you.

My grandfather has heart disease.

Cause you could have to go to hospital, it can ruin your lungs.

Can get tar in your lungs.

It will make your lungs black and you might get cancer.

Drug in cigarette, nicotine.

Students were asked "What do you breathe in when you smoke?" The responses from the classes that had used the "What Do You Breathe" unit handout appeared to be somewhat stronger but not significantly so. The most frequent response was "smoke" while other responses included oxygen, carbon monoxide, germs, air, poison, dirt, nicotine, acid, tar carbon, black stuff, bad stuff, junk, and little yellow things.

Students were asked if they thought that they would smoke when they got older. Ninety-one percent of the students (N = 49) said "No" to smoking in the future while nine percent (N = 5) were not certain. Those who were uncertain said, "I might smoke, I might chew.", "I chew already.", "Something I need to think about." and "I might forget all I learned about it and do it." Some of the reasons why the students said they would not smoke included:

I'm afraid to.

When a mother smokes when she's pregnant, she can have a birth defect to baby.

I smoked a cigarette when I was younger, smoked it all the way, coughed a lot, I'd never do it again.

Can get cancer.

Can die.

Because my mom would kill me.

Because you might die early from cancer.

It's bad for your heart and lungs.

It's real bad when you're a little kid.

You'll get addicted to it, it's habit forming.

I hate the smell of it, especially cigars.

Can get real sick, might have heart attack.

You might start smoking dope.

Can't stop if you start.

Cause my pappa smoked and he had to go to the hospital.

Summary of Student Interviews

Most of the students reported liking the filmstrip, poster, and song that were included in Unit 4, My Choice. While not all students used the same or all the unit handouts, it appeared that their was some discrepancy in student attitude toward the handouts. Whether students liked the "What do I Breathe" handout was dependent on whether the teacher used Activity 4 in class. Using Activity 4 appeared to increase student attitude toward the handout and to some extent improved their understanding of what cigarette smoke contained. There was no consensus concerning the "Smoking Words" handout. While some students indicated they liked it, others felt it was too hard while one student felt there was no challenge.

Forty-six percent of the students indicated that the story of Bobby from the filmstrip made them think of themselves differently. Their reasons ranged from acquiring a new awareness of their ability to make decisions for themselves to differences in lifestyle and race between themselves and the character in the filmstrip.

The students had no trouble recalling the choices Bobby made in the filmstrip. In addition, they were able to specifically name good choices and bad choices that they could make. All students interviewed realized that smoking was a bad choice, however, not all students said that they would not smoke when they are older. Ninety-one percent of the students (N = 49) said "No" to smoking in the future while nine percent (N = 5) were not sure. Interestingly, one student indicated that he had already smoked a cigarette and didn't like it while several third grade students revealed that they had already chewed tobacco.

CHAPTER 6. SUMMARY OF FINDINGS

TEACHER PERCEPTIONS OF THE SUMMER ORIENTATION SESSION

All teachers participating in the evaluation of the materials met for a one-half day orientation session. Teachers who were to teach "An Early Start to Good Health" and "Health Network" attended the same orientation session. The results presented here are from the 15 teachers who used "An Early Start to Good Health."

Teachers who used Unit 1 and Unit 2 felt that the orientation better prepared them than those teachers who used Unit 3 and Unit 4 (Table 14).

TABLE 14. TEACHER PERCEPTIONS OF HOW WELL ORIENTATION PREPARED THEM BY UNIT

	Unit 1	Unit 2	Unit 3	Unit 4	Total
Adequately prepared me	3	2	1	0	6
Prepared me to some extent	1	1	1	2	5
Did not prepare me at all			1	3	4

What the teachers indicated they liked most and liked least about the orientation is described below by unit:

Unit 1, My Body

Liked Most About Orientation	Liked Least About Orientation
Getting the unit.	Was too lengthy, should have been broken down into lower elementary, "An Early Start to Good Health" and upper elementary "Health Newwork."
Showing the filmstrips motivated the teacher to teach the unit.	Some of the information and directions given were not necessary for teachers.
Going over the units I was going to teach.	Going over the units I was not going to teach.
Learning where and how to obtain other teaching materials.	The testing--I found it was hard to go back over my notes and recover things I had forgotten in the length of time that was covered from beginning to end. The project was good, but I felt we should have evaluated (tested) right after we stopped the lecturing session (orientation).

Liked Most About Orientation	Liked Least About Orientation
Unit 2, My Self	
Going over Unit 2 which I was to teach.	Going over units 3-4 which I wasn't going to teach.
The knowledge about how to prepare for the teaching of health, where to find information and how to obtain certain teaching materials.	Going through the filmstrip for other units. Orientation should have been divided K-3, 4-6.
Giving us our own kit to use in our rooms.	
Unit 3, My Health	
The material.	The presentation of the material
Nothing	It was a waste of time.
The demonstration of the filmstrip and materials	No response (N = 1)
Unit 4, My Choice	
I did get to see materials from other units.	I did not need the teacher's guide read to me. The information given at the orientation was in the guide.
Nothing	I did not feel any information was given that was not contained in the teacher's guide.
Meeting other teachers	Speakers who said "uh, uh . . ."
No response (N = 2)	Having the unit read to us (N = 2)

No teacher who used Unit 1, Unit 2, or Unit 3 felt additional information should have been included. Two teachers who taught Unit 4 suggested that the orientation should have provided information on how the units were developed and how each unit flows into the other. Another teacher suggested that activities could have been acted out or that a video-tape of the unit being taught to other school children could have been shown.

All 15 teachers felt other teachers can use the materials without having an orientation. Their main reason for this was the thoroughness of the teacher's guide:

> The teacher's guide is very informative.
>
> It's self-directed, self-explanatory.
>
> Because the guide has enough information about the activities.
>
> All a teacher needs to do is read the material and have some health knowledge.

> They shouldn't be teaching if they require an orientation to something so simple.
>
> They are very self-explanatory; teachers are used to teaching many units that are much more difficult than these everyday.

When asked, "In your opinion, would you have had trouble using the materials if you did not have an orientation?", fourteen teachers said no. One teacher who did respond affirmatively stated, "It always helps to be aware of the materials included in the unit and their uses."

Based on the teachers' positive comments about the thoroughness of the teacher's guide, it appears that additional inservice materials or training sessions are not required to prepare teachers to use "An Early Start to Good Health" units.

SUMMARY OF STUDENT DATA

From the interview data, we discovered that the students liked the filmstrip and poster that accompanied each unit. Most students also indicated liking the song that was incorporated within the filmstrip.

Not all classes used all the student handouts that accompanied each unit. While most students liked the handouts, there was some question about the readability of some of the handouts for each unit.

Students appeared to have an understanding of most of the ideas presented in the units when asked the specific interview questions for each unit. It should be noted that many of the interview questions were assessing the students' recall of the story line in the unit. A few interview questions assessed the students' ability to transfer a concept from the unit to their own lives. Depending upon the content of the unit, some units had more to assess than others. In particular, however, it was difficult to generate "cognitive" items to assess factual knowledge for Unit 2, Unit 3, and Unit 4 because there was not a lot of content to be found within the affective story lines of the unit.

TABLE 15. STUDENTS' RESPONSES TO SMOKING QUESTIONS ACROSS UNITS

	Is Smoking Good?	Is Smoking Bad?	Do you think you will smoke when you are older?		
			Yes	No	Not Sure
Unit 1 (N = 39)	0	39 (100%)		37 (95%)	2 (5%)
Unit 2 (N = 49)	0	49 (100%) (Circle of Bad Health)	2 (4%)	46 (94%)	1 (2%)
Unit 3 (N = 44)	0	44 (100%) (Bad health habit)		44 (100%)	
Unit 4 (N = 54)	0	54 (100%) (Bad choice)		49 (91%)	5 (9%)

All students indicated that smoking was bad in the interview questions for each unit. The particular question by unit is listed:

Unit 1: What about smoking? Is smoking good or bad for you?
Unit 2: Are cigarettes part of the "Circle of Good Health" or "Circle of Bad Health?"
Unit 3: Is smoking a good or bad health habit?
Unit 4: Is smoking a good or bad choice to make?

SUMMARY OF TEACHER DATA

1. Fourteeen teachers (93%) had no implementation problems when they first began to use the unit.

   "When you first began to prepare to use the materials, did you have any implementation problems?"

	Yes	No
Unit 1	0	4
Unit 2	1	2
Unit 3	0	3
Unit 4	0	5
Total	1	14

2. Five teachers (33%) did experience implementation problems while teaching the unit.

"When teaching the unit, did any implementation problems develop?"

	Yes	No
Unit 1	2	2
Unit 2	1	2
Unit 3	0	3
Unit 4	2	3
Total	5	10

3. Most teachers needed less than one hour preparation time to use the materials. Teachers who used Unit 4, My Choice, needed more preparation time on the average than teachers who used the other units.

"How much time did you need to prepare to use the materials?"

	Unit 1	Unit 2	Unit 3	Unit 4	Total
Less than ½ hour	3	1	2	0	6
One-half to 1 hour	1	2	1	4	8
One to 3 hours	0	0	0	1	1
More than 3 hours	0	0	0	0	0

4. Fifty-three percent of the teachers (N = 8) used the unit they taught as a stand-alone unit, while 40 percent of the teachers (N = 6) incorporated the unit with other health education materials.

"How did you use this unit with your class?"

	Unit 1	Unit 2	Unit 3	Unit 4	Total
Used as stand-alone unit.	1	2	2	3	8
Incorporated with other health educ. materials.	3	1	1	1	6
Integrated with other classroom materials.				1	1

5. Thirteen teachers (87%) felt that they liked the filmstrip and the poster that came with each unit.

6. Five teachers (33%) identified particular student handouts that they would not use again with their classes.

"Were there any student handouts that you would not use again?"

	Yes	No
Unit 1	1	3
Unit 2	0	3
Unit 3	1	2
Unit 4	3	2
Total	5	10

7. Sixty percent of the teachers (N = 10) felt that the activities listed in the teacher's guide were appropriate with the exception of the teachers who used Unit 4, My Choice, with their class. Of the five teachers who used Unit 4, 80% (N = 4) stated that there were activities listed in the teacher's guide that they felt were inappropriate for use with their classroom and therefore decided not to use.

8. There was a wide variation of teacher response concerning the appropriateness of each unit for specific grade levels. Some teachers felt a particular unit was suitable for a range of grades (multi-grade) while others identified a particular grade that they felt the unit was most suited for.

"For which grades do you think this unit is most appropriate?"

Unit 1	Unit 2	Unit 3	Unit 4
K-2 (N = 2)	1-3 (N = 1)	K-2 (N = 1)	3 (N = 4)
1-2 (N = 1)	1-2 (N = 1)	3 (N = 1)	2 (N = 1)
1 (N = 1)	1 (N = 1)	2 (N = 1)	

9. No teacher felt that students had any difficulty understanding any of the concepts covered in the unit they taught.

"Did students have difficulty understanding any of the concepts covered in the unit?"

	Yes	No
Unit 1	0	4
Unit 2	0	3
Unit 3	0	3
Unit 4	0	5
Total	0	15

10. Nine teachers (60%) observed changes in student attitudes as a result of teaching the particular health unit. Attitudinal changes were more evident in students who used Units 1 and 2 than for students who had used Units 3 and 4.

"Did you observe any changes in students' attitudes as a result of teaching this health unit?"

	Yes	No
Unit 1	4	0
Unit 2	3	0
Unit 3	1	2
Unit 4	1	4
Total	9	6

11. Forty-seven percent of the teachers (N = 7) observed changes in student behavior as a result of teaching their particular unit.

"Did you observe any changes in student behavior as a result of teaching this unit?"

	Yes	No
Unit 1	2	2
Unit 2	2	1
Unit 3	2	1
Unit 4	1	4
Total	7	8

12. Teachers who used Unit 1, My Body, and Unit 2, My Self, on the average felt that these units better met the health and developmental needs of the students in their class than those teachers who used Unit 3, My Health, and Unit 4, My Choice.

"To what extent do you feel the unit meets the health and developmental needs of students in your class?"

	Very Much	Somewhat	A Little	Not at All
Unit 1 (N = 4)	3	1	0	0
Unit 2 (N = 3)	2	1	0	0
Unit 3 (N = 3)	1	1	1	0
Unit 4 (N = 5)	0	2	3	0

13. Sixty percent of the teachers (N = 9) felt that the teacher's guide was "very useful," while the remainder felt that it was "of some use." No differences across units were observed.

"How useful did you find the teacher's guide?"

	Very Useful	Of Some Use	Of Little Use	Not at All Useful
Unit 1	2	2	0	0
Unit 2	2	1	0	0
Unit 3	2	1	0	0
Unit 4	3	2	0	0

14. While most teachers (N = 13, 87%) felt that the guide provided enough structure and direction to implement the activities, two teachers who used Unit 4 felt that it did not. Three teachers felt that additional information should be added to the teacher's guide.

"Should additional information be added to the teacher's guide?"

	Yes	No
Unit 1	0	4
Unit 2	0	3
Unit 3	1	2
Unit 4	2	3
Total	3	12

15. Nine teachers (60%) rated the experience of having used the ACS unit in their class as a "somewhat positive" experience. Only one teacher who used Unit 4 rated the experience as being "so-so." Teachers who used Units 1 and 2 on the average rated the experience more positively than teachers who used Units 3 and 4.

"How would you rate the experience of having used the ACS instructional materials?

	Unit 1	Unit 2	Unit 3	Unit 4	Total
Very positive	2	2	1	0	5
Somewhat positive	2	1	2	4	9
So-so	0	0	0	1	1
Somewhat negative	0	0	0	0	0
Very negative	0	0	0	0	0

16. All fifteen teachers felt that the students in their classes benefited from having been exposed to the unit that they used.

17. Thirteen teachers (87%) felt that they personally benefited from the experience of using the ACS units. One teacher, who is a smoker, realized that he needed to quit smoking.

18. All teachers were asked to rate the instructional quality of the unit that they used on a five-point scale with 1 = low instructional quality and 5 = high instructional quality. Across all units, the filmstrip received the highest overall rating. The poster received the next highest rating with the exception of Unit 3 where the poster received the lowest rating within the unit. The lowest overall ratings were given to Unit 3, My Health, and its components and the student handouts included in Unit 4, My Choice.

"How would you rate the overall instructional quality of the unit(s) you taught?"

	Unit 1	Unit 2	Unit 3	Unit 4
Entire Unit	4.25	4.0	3.33	4.0
Filmstrip/Tape	5.0	4.33	4.0	4.4
Poster	4.75	4.33	2.66	4.4
Student Activities in Teacher's Guide	4.0	4.0	3.0	3.6
Student Handouts	4.0	4.0	3.33	3.4
	(N = 4)	(N = 3)	(N = 3)	(N = 5)

19. Seventy-three percent of the teachers (N = 11) felt that the unit they used needed to be revised.

"Do you feel the unit you used needs to be revised in any way?"

	Yes	No
Unit 1	3	1
Unit 2	2	1
Unit 3	1	2
Unit 4	5	0
Total	11	4

20. All teachers, except one, felt an orientation training session was not needed to prepare them to use the units in "An Early Start to Good Health."

APPENDIX A

INSTRUMENTS USED IN "AN EARLY START TO GOOD HEALTH" EVALUATION

An Early Start to Good Health

TEACHER QUESTIONNAIRE: AMERICAN CANCER SOCIETY EVALUATION

Name of Teacher_____________________________ School____________________

Unit Used___________________________________ Grade____________________

Please complete the survey by either checking (x) the appropriate response or by writing in the answer.

Background Information

1. Population of Community (Check (x))

_____50,000 to more

_____25,000 to 49,999

_____10,000 to 24,999

_____ 3,000 to 9,999

_____ Less than 3,000

2. Racial Composition of Classroom (Indicate Percentage)

_____Black

_____Caucasian

_____Hispanic

_____Other

3. Ability Level of Class: (Check (x))

_____Mixed ability levels (High, Average, Low)

_____Average -- Upper Average

_____Average

_____Average -- Below Average

_____Below Average

_____Gifted and Talented

4. Dates Taught ACS Unit:____________to____________

5. Total Number of Hours of Instruction: ____________hours and____________minutes

6. a. Did you ever use instructional materials developed by the American Cancer Society before? _______YES _______NO

b. If YES, did you ever teach the same Unit before? _______YES _______NO

Implementing the Units

7. a. When you first began to prepare to use the materials, did you have any problems? _______YES _______NO

b. If YES, please describe.

c. Were you able to resolve the problem? _______YES _______NO
If YES, how?

8. Overall, how much time did you need to prepare to use the materials?

_____Less than 30 minutes

_____Between 30 minutes to an hour

_____Between 1 to 3 hours

_____More than 3 hours

9. How did you use this Unit in your class?

_____Used Unit separately as a "stand-alone unit"

_____Incorporated with other health education materials.

Please describe:____

_____Integrated Unit with other classroom materials.

Please describe:____

_____Other:____

10. a. When teaching the Unit, did you:

_____Rely primarily on the teacher guide activities and the ACS handouts or,

_____Use the ACS activities and handouts, but in addition, develop other activities.

b. If you developed additional activities, what percentage of the materials were from the Unit and what percentage were your own?

_____from Unit _______my own. (Percentage of both should equal 100%.)

12. a. When teaching the Unit, did any implementation problems develop?
_____YES _____NO

b. If YES, please describe.

c. Were you able to resolve the problem? _____YES _____NO If YES, how?

12. a. Of the activities that you used from the teacher's guide and the materials included in the Unit, (i.e. filmstrip, poster) which did you like the most? Please list.

b. Of the activities that you used from the teacher's guide and the materials included in the Unit, which did you like the least? Please list.

13. a. Of the student handouts that you used, which did you like the most? Please list.

b. Were there any student handouts that you would not use again? _____YES
_____NO If YES, which handout(s) and why?

14. a. Did students appear to enjoy most of the activities and materials that you used? _____YES _____NO

b. Were there any activities or materials that they did not enjoy? _____YES _____NO If YES, which one(s) were they?

15. Of the activities listed in the teacher's guide, were there any that you felt were not appropriate for use in your classroom and decided not to use? _____YES _____NO If YES, please list the activity(ies) and describe why you felt it was inappropriate.

Activity(ies)	Reason why not appropriate
____________________	______________________________
____________________	______________________________
____________________	______________________________

16. For which grade(s) do you think this Unit is most appropriate?

_____Kindergarten _____1st grade _____2nd grade _____3rd grade _____4th grade

17. What major health objective(s) do you feel this Unit addresses? Please list.

18. What learning objectives (student objectives) did you emphasize while teaching the Unit?

19. What do you feel students learn most from the Unit? (Either cognitive or affective learning)

20. Did students have difficulty understanding any of the concepts covered in the Unit? _____YES _____NO If YES, which concepts did they have trouble understanding?

21. Did you observe any changes in student attitudes as a result of teaching this health Unit? _____YES _____NO If YES, please describe.

22. Did you observe any changes in student behavior as a result of teaching this health Unit? _____YES _____NO If YES, please describe.

23. a. To what extent do you feel the Unit meets the health and developmental needs of students in your class?

_____Very much _____Somewhat _____A little _____Not at all

b. Which student needs, if any, do you feel this Unit successfully addresses?

24. Would you recommend the use of this Unit to other elementary teachers?

_____YES, I would recommend unconditionally.

_____YES, I would recommend but with some reservations.

_____NO, I would not recommend the Unit.

26. At this time, do you plan to use the Unit again with future classes?

_____YES, I will definitely use the Unit again.

_____NO, I will not use the Unit again.

_____Maybe, at this time, I'm not certain.

26. Compared to other curriculum materials you have used with your classes, how would you evaluate the materials?

_____Better than most (how? ____)

_____About average

_____Not as good as most (why? ____)

27. How worthwhile in the students overall curriculum would you rate these materials?

_____Very worthwhile, a must, the Unit should be included.

_____Has some value, but should only use if there is time to teach.

_____Has little value, not necessary to incorporate in curriculum.

Teacher's Guide

28. How useful did you find the teacher's guide?

_____Very useful _____Of some use _____Of little use _____Not at all useful

29. Did the content in the guide provide enough structure and direction so that you could implement the activities? _____YES _____NO If NO, it was because:

_____There was too much structure and detail.

_____There was not enough structure.

_____The amount of structure varied across activities.

_____The wrong type of information was provided.

_____Other ____

30. Should additional information be included in the teacher's guide? _____YES _____NO If YES, please describe.

31. What other recommendations would you like to make to help facilitate the implementation of the Unit?

Summer Orientation Session

32. How well did the orientation you received last summer prepare you?

_____It adequately prepared me to use the materials.

_____It prepared me to some extent.

_____It did not prepare me at all.

33. a. What did you like most about the orientation?

b. What did you like least about the orientation?

34. Is there additional information which would have been useful to you that you feel should have been included? _____YES _____NO If YES, please describe.

35. In your opinion, can other teachers use the materials without having an orientation? _____YES _____NO Please describe your reason(s).

36. In your opinion, would you have had trouble using the materials if you did not have an orientation? _____YES _____NO If YES, please describe why.

Summary

37. Overall, what do you feel are the major strengths of the Unit you used and the ACS Health Network instructional materials?

38. Overall, what do you feel are the major weaknesses of the Unit you used and the ACS Health Network instructional materials?

Please feel free to write any other comments you have about using the materials, any suggestions for revision, etc.

Thank you for your help with this evaluation effort!

Follow-up Teacher Interview

Teacher's Name ____

School ____________________________________ Grade __________

Date of Interview _____________________________

Instructional Kit Used:

________An Early Start   ________Health Network

Unit(s) Used: ______________________________

____

____

____

1. How would you rate the experience of having used the ACS instructional materials?

    ____Very positive experience

    ____Somewhat positive experience

    ____So-So

    ____Somewhat negative experience

    ____Very negative experience

    Why do you feel that way?

2. Do you feel the students in your class benefitted from having been exposed to the unit(s) you used? ____YES ____NO Why or why not?

3. Did you personally benefit in any way from this experience?

_____YES _____NO If yes, in what ways?

4. How would you rate the overall instructional quality of the unit(s) you taught? (Rate on 5 point scale 1 = Low --- 5 = High)

	LOW				HIGH
Entire unit	1	2	3	4	5
Filmstrip-tape	1	2	3	4	5
Poster (Game)	1	2	3	4	5
Activities	1	2	3	4	5
Student Handouts	1	2	3	4	5

5. Do you feel the unit(s) you used need(s) to be revised in any way?

_____YES _____NO If YES, what changes do you feel are needed?

6. What do you consider to be the socio-economic level (SEL) of the majority of students in your class?

_____Mixed SEL

_____Upper SEL

_____Upper-middle SEL

_____Middle SEL

_____Middle-low- SEL

_____Low SEL

7. Skim through teacher's questionnaire to see if any open-ended questions were unanswered. Ask teachers these questions.

Question #	Comments

8. Do you have any other comments about the unit, the materials, the orientation, or the evaluation itself?

THANKS!

Specific Unit: Unit 1 My Body

1. How is your body like a machine?

2. Do you know where your heart is? _____YES _____NO What does it do?

3. Do you know where your lungs are? _____YES _____NO What do they do?

4. What things can you do to be good to your body?

5. What things can you do that are bad for your body?

6. What about smoking cigarettes? Is smoking good for you or bad for you?

_____Good _____Bad Why?

7. a) What color are your lungs if they are healthy?

b) What color are your lungs if you smoke?

8. Do you think you'll smoke when you grow up? _____YES _____NO Why?

Specific Unit: Unit 2 My Self

1. What does it mean to "feel good about yourself?"

2. Should you feel good about yourself?

3. In the story in the filmstrip, Henry didn't feel good about himself. Why?

4. What did the captain tell him?

5. Is it alright to make mistakes? _____YES _____NO Why?

6. What are some things that you can do to make yourself feel good?

7. a) Do you remember the Circle of Good Health? _____YES _____NO

What is it?

b) Do you remember the Circle of Bad Health? _____YES _____NO

What is it?

8. Are cigarettes part of the Circle of Good Health or the Circle of Bad Health? Why? _____ Good Health _____ Bad Health

9. What about fresh air? Is fresh air part of the Circle of Good Health or the Circle of Bad Health? Why? _____Good Health _____Bad Health

10. What about exercise, running and playing? Is that part of the Circle of Good Health or the Circle of Bad Health? Why? _____Good Health _____Bad Health

11. If someone feels good about themselves will they: (repeat phrase for each)

	YES	NO
a) Get fresh air?	_______	_______
b) Smoke?	_______	_______
c) Run and play?	_______	_______

12. Do you think you'll smoke when you are older? Why?

YES	NO
_______	_______

Specific Unit: Unit 3 My Health

1. How would you describe Healthman? (Who is Healthman?)

2. What are some health habits that Healthman feels are good for you?

3. Name some health habits that Healthman feels are bad for you?

4. a) Do you have a health habit you'd like to change? _____YES _____NO

   If YES, what is it?

   b) Since you saw Healthman and the filmstrip, do you have a new health habit? _____YES _____NO If YES, what is your new health habit?

5. a) How is what you eat important to your health?

5. b) Name some foods that are good for you.

c) Name some foods that are bad for you.

6. Is smoking a good or bad health habit? Why? _____Good Habit _____Bad Habit

7. Do you think you'll smoke when you are older? _____YES _____NO Why?

Specific Unit: Unit 4 My Choice

1. Did the story of Bobby make you think of yourself differently?

   _____YES _____NO If YES, how?

2. What did Bobby learn from his family album?

3. What choices did Bobby make?

4. What kinds of choices can you make?

5. If you could choose between sleeping late or playing outside with your friends, what choice would you make? Why?

   __________Sleeping Late __________Playing With Friends

6. What are some good choices that you can make?

7. What are some not so good choices that you can make?

8. What about smoking? Is it a good choice or a bad choice? Why?

_____ Good Choice   _____ Bad Choice

9. What do you breathe in when you smoke?

10. Do you think you'll smoke when you get older? _____YES _____NO Why?

Student Interview: An Early Start to Good Health

School________________________________ Teacher_________________________

Grade____________ #Interviewed__________ Boys__________ Girls___________

Unit used: 1 2 3 4 Date Interviewed_____________________________

(Prior to interview, students will be shown box from unit.)

1. Do you remember when you used these materials in your class? ____YES ____NO (Record # of students)

2. What do you remember that these materials were about? (Probe: What did you learn?)

3. Show poster. Did you like the Poster? ____YES ____NO What did you like (not like) about it?

4. Did you like the filmstrip? ____YES ____NO What did you like (not like) about it?

5. Play tape. Did you like the song? _____YES _____NO What did you like (not like) about it?

6. Show handouts. a) Which of these did you use in class? (List)

b) What did you like (not like) about them?

7. Of all the materials, what did you like most?

8. Of all the materials, was there anything that you didn't like?

9. What were some of the important things you learned from the materials?

(Probe: What else do you remember learning?)

10. Ask specific unit questions.

APPENDIX B

STUDENT INTERVIEW DATA FROM "AN EARLY START TO GOOD HEALTH"

APPENDIX B

STUDENT INTERVIEW DATA "AN EARLY START TO GOOD HEALTH"

B1: Student Interview Data: Unit 1, My Body

School	Grade	Boys	Girls	Total
Paragon	1	6	9	15
Hawthorne	1	7	5	12
Broadview	2	5	7	12
Total		18	21	39

1. Do you remember when you used these materials in your class? 39 Yes 0 No

2. What do you remember that these materials were about?

Paragon (1st grade)

Body machine (N = 3)
Take care of your body.
Don't smoke.
Eat good food (N = 2).
Calm down, don't be rattley (nervous).
Go out to play.
Henrietta's body machine
She has pink lungs.
She has red heart and purple stomach.
Her alarm goes off in the morning, and when she gets real nervous, it says be calm.
About the lungs
About the heart
Belly
Fresh air (N = 2)
Keeping your body health
Having a good breakfast

Hawthorne (1st grade)

Heart, lungs, ears
Smoking is bad for the lungs.
Body machine
Her face
Her lungs with breathing
Everytime when you go to bed, lungs breathe slow, heart beat slow, belly quiet. Everytime she woke up her stomach growled.
Her face called in to comb her hair, wash her face, eyes talked to her, she could see something like the butterfly (on poster); ears called in to hear the bell.

Trouble was on her shoulder, told her to buy candy; but the body machine didn't do it. She said, "No junk food today."
About Henrietta
About the lungs
Her stomach was growling.

Broadview (2nd grade)

Health (N = 2)
Body (N = 2)
She (Henrietta) got excited, they started calling her (body parts), told her to settle down cause she was late for school.
Henrietta's body
Don't eat junk food (N = 2).
Don't eat candy.
She ate good food.
Henrietta
You should take care of yourself.
Body machine
She eats junk food, the body machine says "No-No."

3. Show poster. Did you like the poster? 38 Yes 1 No

What did you like about it?

Because it showed parts of the body machine
Cause it's a girl (N = 2)
Cause if you smoke is bad habit
She could write with pencil, walk down steps, ride bike, eat bananas, smell a rose.
Liked the heart, when she was running it told her to stop. Liked veins (pink).
Liked stomach.
Pretty rainbow
It showed Henrietta.
Eat apples, bananas.
She eats good food.
Keeps her body healthy.
Good breakfast
Cats sleeping
Keep your bed straight, keep your body clean, keep your face clean, keep your ears and teeth clean.

What did you not like about it?

No, because everything talks to her (1st grade).

4. Did you like the filmstrip? 36 Yes 0 No 3 Can't remember

Henrietta going to school
Liked to see her walk to school. (N = 2)
When she walked down the street, saw candy - said, "I ain't going to go there, that's junk food." That was the trouble maker.
The little devil tried to force her to eat candy and she didn't.
Slow down, because going fast wasn't good for her, take time.
The devil wanted her to eat cookies, not good for you.
She sang.

Whenever the little girl told her to eat ice cream, candy, her body parts told her not to.
When she didn't eat candy
When she was singing.
When she ate good food
Good movie
Liked the clock when it woke up Henrietta.
She got up and her eyeballs popped in her eyes.
Her hair
Because it was funny
The girl on her shoulder, called her trouble, said "Let's go eat junk food." (N = 2)
Liked it when smoke gets in nose and lungs and her lungs turned brown. (Handout)

5. Play tape of song. Did you like the song? 39 Yes 0 No

What did you like about it?

The song
Sang it by myself, because I like songs.
Cause it had good parts
Wonderful body machine
Song-melody
When they sang Henrietta's Body Machine
Told you about Body Machine.
It made you happy.
The music
Because she sang it (Henrietta sang it)
It rhymes good.
Liked the words.
Like the way she sings.
She sings pretty. (Henrietta)
Voice was pretty when she was singing.

6. Show handouts. Which of these did you use in class?

Paragon (1st grade)

1. Henrietta's Fresh Air Lungs
2. Henrietta's Health Helpers
3. Body Machine Puzzle

What did you like/not like about the handouts?

Liked when she looked happy.
Where she got her finger fixed
The puzzle, had fun putting it together
Liked lungs handout best.
Like community helpers.
Did not like it when Henrietta smoked. (N = 2)
Didn't like puzzle, was hard to put together, had trouble cutting it out.

Hawthorne (1st grade)

Used all handouts.

What did you like/not like about the handouts?

Liked all of them.
Liked the lungs. (N = 3)
Liked the puzzle best. (N = 2)
Liked when she was sleeping and the alarm clock woke her up (My Wonderful Body Machine).
Liked when the dentist checked her teeth.
Doctor/nurse checked her heart.
Didn't like the puzzle, needed to put it together.
Didn't like the brown lungs, smoking can cause cancer.

Broadview (2nd grade)

1. My Wonderful Body Machine
2. Henrietta's Lungs
3. Body Machine Puzzle

(Note: The day of interviews, the students received the fourth handout, Henrietta's Helpers, students were interviewed in morning.)

What did you like/not like about the handouts?

Liked it when the lungs were talking on telephone.
Liked My Wonderful Body Machine puzzle. (N = 4)
Liked the lungs' one. (N = 2)
Puzzle was a fun page.

7. Of all the materials what did you like most?

Liked everything. (N = 4)
Her singing (N = 4)
The song/filmstrip (N = 3)
The rainbow on poster
The puzzle
The song and coloring (N = 3)
The song
The Body Machine
The poster

8. Of all the materials was there anything that you did not like?

I liked everything except for the troublemaker.
When she fell and had a big knot on her knees.
When trouble kept messing with her, telling her to stay up late, told her to take candy.
Didn't like the handouts where you had to color. Don't like to color cause get crayon in fingernails.
The bad little girl (trouble) told Henrietta to eat junk food. (N = 2)
Didn't like the lung page because smoking is bad for you.
Didn't like it when they smoke.
Didn't like it when the troublemaker wanted Henrietta to take candy.

9. What were some of the important things you learned from the materials? (Probe: What else do you remember learning?)

Paragon (1st grade)

Keep healthy.
Eat good foods. (N = 2)
Not to smoke (N = 4)
Keep teeth clean.
Keep whole body clean. (N = 2)
Keep your ears clean.
Take care of your body.
Don't eat junk foods (cookies, candies, suckers, bad for you). (N = 2)
Don't run fast.
Don't smoke, get black veins.
The lungs told her not to run to slow down.
Don't chew tobacco, cause it will make you die.
Beautiful body--everybody has a beautiful body except people who smoke.

Hawthorne (1st grade)

Song
Learned about heart. (N = 2)
Learned about body machine. (N = 2)
About growing up
About lung--not to smoke
Not to have cigarettes in your hair
Don't eat junk food.
Not to smoke
Eat good food.
Smoking can give you cancer.

Broadview (2nd grade)

Not to eat junk food (N = 5)
It's ok to eat junk food, but not everyday. On Monday, Wednesday, Friday it's ok, but not on Tuesday, Thursday, Saturday and Sunday.
Take care of your body.
Shouldn't get nervous, fast heartbeat.
To wash hair
Shouldn't smoke.

Specific Unit Questions: Unit 1, My Body

1. How is your body like a machine?

Paragon (1st grade)

You have heart, lungs, purple stomach.
Eat good food to make you healthy.
Keep body clean.
Yes, a little, tells you what to do.
Brain helps you think.
Not sure. (N = 2)
Because eat good food

Your body doesn't like you to smoke.
Lungs are pink.
Don't smoke, makes lungs black.
Red heart

Hawthorne (1st grade)

Don't know. (N = 5)
Your heart beats fast.
Your lungs go fast.
Machine feels like it does everything slow, bodies move faster--machines move slower.
You have a heart, 2 lungs and stomach.
Stomach eats food.

Broadview (2nd grade)

It's got a heart, lungs, stomach.
It works inside you.
Your lungs help you to breathe.
If you don't have a heart you'd be dead.
Eyes help you to see.
It works inside, tells you not to do bad things.
Can eat and smell.
Can walk.
Big ribs

2. Do you know where your heart is? What does it do? 39 Yes 0 No

Paragon (1st grade) 15 Yes 0 No

Beats. (N = 4)
If you don't beat, you will die.
If it beats you'll live, if it doesn't you'll die.
Pumps pressure and blood.
Thumps.
Makes you live.
Goes back and forth 1 beating.
Pounds.
Muscles push it back and forth.
Makes you stay alive.
Pumps air, blood.
Makes blood go around.
Pumps.

Hawthorne (1st grade) 12 Yes 0 No

Beeps, beats all day long, never stops until you die.
When you run it goes fast, when you walk it goes slow.
Beeps.
Beats hard/fast when you run fast.
Thumps.
When you go to bed heart slows down.
Heart pumps.
Pump.
Beats.

Pumps when you walk or run.
When you sleep it goes slow, then it goes fast.
When you walk it goes slow.

Broadview (2nd grade) 12 Yes 0 No

Tick-tock
If your heart don't move you die.
Pumps.
Thumps.
When you breathe, sends air down to lungs.
Sends food to your stomach.
Heart pumps blood. (N = 2)
Keeps you alive.
Beep.
Helps you breathe.
Send blood to your lungs.
Takes blood from throat to head.

3. Do you know where your lungs are? What do they do? 35 Yes 4 No

Paragon (1st grade) 13 Yes 2 No

If you smoke they turn black if you don't they stay pink.
To keep you alive.
If you run too much, make them hurt.
To help you breathe (N = 3)
Helps you take deep breaths
If she (Henrietta) smokes they turn black, if she don't, turn pink.
Let air in so she (Henrietta) can breathe.
After you breathe, lungs get bigger.
If you smoke, they won't go out as far as they do.
Take care of your body machine.

Hawthorne (1st grade) 10 Yes 2 No

Pump back and forth.
Need them so you can breathe.
Pump air.
Get fresh air.
Breathe.
Give you air to breathe everywhere you go.
Get brown if you smoke.
When you go to sleep lungs slow down.
Lungs breathe.

Broadview (2nd grade) 12 Yes 0 No

Helps you breathe. (N = 3)
Lets in good air, takes out bad air when you breathe.
Need to have them to breathe.
Takes blood through veins.

4. What things can you do to be good to your body?

Paragon (1st grade)

Smell fresh air and eat good food.
Keep your whole body healthy.
Keep your lungs pink.
Never let lungs get black by smoking.
Good breakfast
Don't eat junk food. (N = 3)
Sleep and exercise
Eat good food.
Eat slow not fast.
Don't run fast.
Run slowly.
Eat healthy.
Don't eat candy.
Don't smoke.
Eat milk, ham, peas.

Hawthorne (1st grade)

Eat good food. (N = 2)
Take care of body. (N = 2)
Drink milk and water, orange juice.
Have cereal morning.
Rest.
Give your body food to eat.
Never go across street by yourself unless you look both ways.
Don't smoke.
Eat spinach.
Don't eat junk food.
Don't eat too much salt on food.
Don't eat too much sugar.
Feed your belly.
Heart will do anything it wants.
Keep yourself clean.

Broadview (2nd grade)

Don't eat junk food. (N = 2)
Eat good food, don't eat sweets.
Don't eat candy.
Eat foods, bananas, grapes, apple
Eat healthy breakfast.
Don't smoke.

5. What things can you do that are bad for your body?

Paragon (1st grade)

Don't eat junk food. (N = 4)
Don't eat candy. (N = 2)
Smoke. (N = 4)
Listen to loud music, hurts your ears.
Smoking gives you cancer.

Eat cookies.
Chew tobacco.
Don't eat and swallow gum.

Hawthorne (1st grade)

Eat bad foods, junk food. (N = 3)
Smoke cigarettes. (N = 4)
Beer, drinking (N = 2)
Don't be by smoke.
Killing
Keep smoke away from your eyes, noses.

Broadview (2nd grade)

Smoke. (N = 3)
Chew tobacco.
Eat junk food. (N = 2)
Drink pop, Dorito's, candy.
Hold your breath for a long time.
Don't brush teeth.
Don't eat a lot of candy. (N = 2)
Don't eat a good meal.

6. What about smoking cigarettes? Is smoking good or bad for you?
0 Good 39 Bad Why?

Paragon (1st grade) 0 Good 15 Bad

Cause makes your lungs black, (N = 4)
Makes you die.
Can't breathe very well.
Cause it gives you bronchitis.
Cause if you smoke, it hurts lungs, can't get good air.
Breathe/smoke goes in your mouth, makes other people sick.
Gives you cancer.
Hurts your lungs.
When smoke, some smoke stays in lungs, causes you to cough.
Can't breathe long breaths, only short breaths.
Get cancer and die, like my grandpa did.

Hawthorne (1st grade) 0 Good 12 Bad

Makes your lungs turn brown and you'll die.
Sometimes when you smoke, lungs will go bad and can't breathe.
Cause it makes lungs brown, can die.
Cause it ruins your health.
Not good for you lungs.
Not good for your body.
Can die.
Makes you cough.
When your lungs go out, both of your lungs go out, can give you cancer.
Make you sick.

Broadview (2nd grade) 0 Good 12 Bad

Very, very, very bad
Smoking gets caught in your lungs
Get no fresh air.
Makes you cough.
Bad for lungs and heart.
Cause it gets your lungs stuffed up.
Teeth turn black.
Cough

7a. What color are your lungs if they are breathing?

Paragon (1st grade)

Pink (N = 15)

Hawthorne (1st grade)

Bright red (N = 9)
Pink (N = 2)
Peach

Broadview (2nd grade)

Pink (N = 10)
Peach (N = 2)

7b. What color are your lungs if you smoke?

Paragon (1st grade)

Black (N = 15)

Hawthorne (1st grade)

Brown (N = 12)

Broadview (2nd grade)

Brown (N = 8)
Peach (N = 4)

8. Do you think you'll smoke when you grow up? 0 Yes 37 No 2 Maybe
Why?
Paragon (1st grade) 0 Yes 15 No

Turns lungs black. (N = 5)
Might die soon.
Gives you cancer. (N = 3)
Half of the smoke stays in your lungs.
Cough.
Go to hospital.
Because you get black lung disease.
Disease can kill you.
Can die.
Hurts your lungs.

Hawthorne (1st grade) 0 Yes 10 No 1 Maybe 1 Don't Know

No

Because it's bad for you.
I'm not going to smoke cigarettes.
It's dangerous for you.
I wouldn't dare touch a cigarette, when your lungs are brown it means you have a bad habit.
Cause it's bad for your lungs.
Because it will make you sick and you can die.

Maybe

I'll be like my dad and mom.

Don't Know

Didn't know.

Broadview (2nd grade) 0 Yes 12 No

Could die someday.
Want to get married and your wife will wake you up and you will be dead.
Cause it's bad for me.
Gets your teeth dirty.
Gets into your chest and it's bad for you to smoke.
Yucky.
Cause my relative had to have operation because they smoked cigarettes.
Bad for you.
Cause it's bad for your lungs.
You don't want to get sick and cough.
Get very sick.

B2: Student Interview Data: Unit 2, My Self

School	Grade	Boys	Girls	Total
Burris	1	11	13	24
Hawthorne	1	4	2	6
Broadview	2	9	10	19
Total		24	25	49

1. Do you remember when you used these materials in your class? 48 Yes 1 No

2. What do you remember that these materials were about? (Probe: What did you learn?)

Burris (1st grade)

Poster-filmstrip
Being nice
Captain Trumball
Feeling good about yourself
Not to smoke
One boy lost his fish, he was made.
If you smoke you'll get black lungs and get sick.
If you don't smoke you can play and you will feel good about yourself.
You should feel good about your face. You can't change your outside but you can change your inside.
Don't smoke, get your lungs dirty, won't get no air in.
Can't change your face.
To look in a mirror
A boy he lost his fish and got mad.
Take good care of yourself.
If you smoke, you don't feel very good, can't breathe.
If you smoke, your lungs get dirty.
If you smoke, your house will stink.

Hawthorne (1st grade)

About a fish
Making friends
A boy fishing
They were singing and going in a circle.
The boy said he's so small.

Broadview (2nd grade)

About yourself
Don't remember the story in the filmstrip.
He didn't like himself, then he started to like himself. He didn't like himself because people hollered at him, hurt his feelings.
He thought he was short.
He didn't like himself, he thought he was small.
Important to like yourself and your feelings.
Henry learned to start liking himself.
Colored
Fish that took a mirror.
He looks in a window and he sees they're singing and they see themselves. They're singing.
When they're rolling in the boat and they sing.
They landed on shore and they sing and dance.
About ourselves, feeling about ourself.
That boy didn't like himself cause everybody's different than he is. (Black girl respondent)
Lost fish off hook then felt bad about himself, then the man sang the song.

3. Show poster. Did you like the poster? 39 Yes 4 No 6 No response

What did you like about it?

It's colorful. (N = 3)
Neat
They're feeling good about themselves.
They're looking through a window.
They have a smile on their face.
All the smiles.
My face that I drew
I don't know why I liked it, I just liked it.
I liked everybody--they're just neat.
I liked the boat.
I liked it because it was a good poster.
Porthole--face in porthole.
Looking at the water
Cause it had all those things in it.
Cause the little boy was short

What didn't you like?

Didn't like looking at mirrors.
Didn't like it because I saw it in every room--I hated it!
I just didn't like it. I liked the movie and the song best.

4. Did you like the filmstrip? 41 Yes 0 No 8 NR

What did you like about it?

The song (N = 4)
When they smiled (N = 2)
Liked everything.
Cause it was colorful (N = 2)
When they sang the song. I liked it cause we sang the song with them.
It was good.
The singing
When the fish had the mirror
When they looked in the mirror
When they were looking in a window in a boat
When they were standing on boat
When they were singing
About fish
Yes, because they was dancing and staff (girl respondent)
That's what girls like (boy respondent)
When he had mirror and put it in front of himself.

5. Play tape. Did you like the song? 43 Yes 1 No 5 NR

What did you like about it?

Fun to sing. (some of students sang the song when I played tape)
Liked the music.
Sang in class.
It was neat.
Because they sing.
The singing
The melody
When he sang "Feeling good about, feeling good about."
I want to listen to it more.
I liked the song a lot.
Seeing their faces in mirror

What did you not like about it?

No. The black boy didn't like himself. (Black girl's response)

6. Show handouts. Which of these did you use in class?

Burris (1st grade)

Used all handouts.

What did you like/not like about them?

Liked "Who do I see when I look in my room?" (N = 3)
Liked "Dot-to-Dot". (N = 3)
Liked all of them. (N = 4)
Used a mirror to draw face. (additional activity)
Liked "Feeling Good About My Self" handout.
Liked "Circle of Good Health."

Hawthorne (1st grade)

Smoking makes your "house" . . .
"Feeling Good About My Self"

What did you like/not like about them?

Liked "smoking makes" dot to dot. (N = 5)
Liked "Feeling good about my self." (N = 3)
Did not like "Feeling good about my self." (N = 1)

Broadview (2nd grade)

Used only "Feeling Good About My Self"
Problem with using transparencies on school's ditto machine. Copied very light. Difficult to read.

7. Of all the materials, what did you like most?

Everything
The song best (N = 11)
The filmstrip (N = 10)
The song and the filmstrip (N = 4)
The ditto's (N = 3)
Liked drawing myself using mirror. (N = 3)
Liked "dot to dot". (N = 2)
Liked "Who do I see."
When the fish looked in a mirror (filmstrip)
I liked it when they looked in the lake (and saw their reflections) (filmstrip)
I liked the people. (filmstrip)

8. Of all the materials, was there anything that you did not like?

Had trouble reading "Feeling Good About My Self" handout and "Circle of Good Health." Didn't know some of the words. (N = 3) (1st grade)
Teacher read handouts to class.

Didn't like ditto "Feeling Good About My Self" hard to read. (1st grade)
Didn't like dot-to-dot because it was about smoking. (N = 2)
Many students said they liked everything.

9. What were some of the important things you learned from the materials? What else do you remember learning?

Singing the song (N = 2)
Feeling good about myself, ourselves (N = 5)
Not to smoke (N = 6)
If you smoke, your clothes, house smells like smoke.
If you smoke, makes your lungs black.
Can't change your face but can change the inside of your body to feel good. (1st grade)
Smoking will give you bad lungs.
If you smoke, get dirty lungs.
To be nice and feel good about yourself
If you smoke get gooky stuff in your lungs.
To be nice to other people
Don't smoke, lungs get smoke and clothes smell.
I learned to feel good about myself.
Can't change my face or nose, you can change the inside but not the outside.
That it's okay to be short
Important things is about fishing and that you catch something to eat
The fish
When you can't get a fish, it's aggravating.
Boy caught a fish and it escaped, he didn't wind back the fishing pole. He felt said, Captain told him, don't feel said, feel grateful.
I cared about self. (N = 2)
He found out that he liked himself because he was happy and dancing.
About feelings
To like yourself
When you're happy it makes you feel better cause after he got happy he liked himself again because he had a bunch of friends.

Specific Unit Questions: Unit 2, My Self

1. What does it mean to "feel good about yourself?"

Burris (1st grade)

To feel good
Supposed to like yourself and feel good about self.
To smile
It means you like yourself.
To get out and play
Not to feel bad about yourself
Be happy.
Be nice to people.
Not to smoke
Take care of yourself.

Hawthorne (1st grade)

It feels good if you brush your teeth.
It means you have to take care of yourself.
Take care of clothes.
Like yourself.

Broadview (2nd grade)

Means you like yourself.
Means you start to feel better after you got a bunch of friends.
Makes you feel good, feel good inside.
Means we like ourselves and like others.
Sharing

2. Should you feel good about yourself? 48 Yes 1 No When? Why?

Eat.
When you go outside get fresh air
When you play
If you don't smoke, you can run and play.
Cause if you feel good about yourself, you can play.
Cause you done something right, good.
Because I like to be nice to people.
Cause it's good for you.
When someone hurts your feelings, they should say they're sorry. It makes you feel better if they say, I'm sorry.
If you get to read

3. In the story in the filmstrip, Henry did not feel good about himself. Why?

Burris (1st grade)

Cause he lost his fish (all students)

Hawthorne (1st grade)

Because the fish got away
Because they sang the song
Because he was little (Fred not Henry)

Broadview (2nd grade)

He caught a great big fish and he was happy, then the fish got loose then they started singing and it made him happy again.
Because he didn't catch a fish
Thought he was too small.(Fred not Henry)

4. What did the captain tell Henry?

Burris (1st grade)

Not to feel bad about yourself just feel good about yourself
To feel good about himself
Not to feel bad since you didn't catch a fish
Don't be said.
You can still feel good about yourself inside.
"Don't worry Henry, feel good about yourself."
Be nice to other people.
Don't feel sad, don't feel bad.

Hawthorne (1st grade)

To feel good about yourself
To feel better about himself
To feel good
Don't feel bad about losing fish.

Broadview (2nd grade)

Not to be so sad
Feel happy.
Captain said, "It's alright to make mistakes."
Don't be said, be grateful.

5. Is alright to make mistakes? Why?

Burris	23 Yes	1 No
Hawthorne	3 Yes	3 No
Broadview	17 Yes	2 No

Yes

You can do it right the next time.
You can fish some other time.
Everybody makes mistakes.
You can do better another day.
It always happens.

No

Cause you get into trouble. Cause if you don't make mistakes, can't get into trouble.
If you make a mistake, you will hurt yourself like if you play with matches.

6. What are some things you can do to make yourself feel good?

Burris (1st grade)

Play games.
Watch TV.
Sit like your on a ship.
Act like your a cowboy, an Indian, a girl.
If your Christmas Tree's up, it makes you feel happy.
When you go outside and get fresh air
Take care of yourself.
Go out and play.
You can be nice.
Biking, swimming, exercise, hiking
Playing with friends
Clean up your room, make your beds.
Running
Laughing
When you have fun with other people
Eat good.
Get sleep.
Brush your teeth/hair.
Run and play
Get some fresh air.

Hawthorne (1st grade)

Eat good food. (N = 2)
Take care of your body. (N = 2)
Be nice to friends.
Take care of yourself.
Help your mom and dad.
Keep happy.
Be clean.

Broadview (2nd grade)

Go roller skating, ice skating.
Catch a fish. (N = 2)
Gymnastics
When I get a 100% in math (N = 2)
Go swimming.
When I go to my pappa's
When I get my bike fixed
When someone buys us ice cream or gives us money
I felt good about myself when I learned to ride my bike, I felt better when I learned to write.
When we saw Annie, ET
When we watch cartoons, play Pac Man
Playing, reading, running
Doing work in school
Cleaning my plate
Doing the best I can

7. Do you remember the "Circle of Good Health?" What is it?

Burris (1st grade)	26 Yes	0 No

Not to smoke (N = 4)
Feeling good about self (N = 3)
Don't smoke, makes lungs dirty.
Like/love one another.
Help people.
You can run and play in good health.
You go around a circle and sing a song.
Smile.
If you feel good about yourself, don't amoke.
Don't have dirty lungs.
Don't breathe in smoke.
Don't go through fire.

Hawthorne (1st grade)	0 Yes	6 No
Broadview (2nd grade)	0	19 No

8. Do you remember the "Circle of Bad Health?"

Burris (1st grade)	26 Yes	0 No

Getting all that dirty stuff in your lungs by smoking.
Nobody will play with you.
Don't smoke. (N = 3)
Smoking makes lungs get dirty. (N = 2)
Can't run.
Get black lungs from smoking.
You don't breathe good air when you smoke.
Don't feel very good.
When you get smoke in your lungs, you'll get sick and die and get bad health.

Hawthorne (1st grade)	0 Yes	6 No
Broadview (2nd grade)	0 Yes	19 No

9. Are cigarettes part of the "Circle of Good Health" or the "Circle of Bad Health?" Why?

Burris (1st grade)	0 Good Health	24 Bad Health
Hawthorne (1st grade)	0 Good Health	6 Bad Health
Broadview (2nd grade)	0 Good Health	19 Bad Health

Cause cigarettes make your clothes stink and your breath.
Cause it dirties your lungs, not good for you.
Stain up your shirts.
Dirty your lungs.
They make you sick sometimes.
Because they give you black lungs. Cause you can't run and play, cause you're not suppose to smoke.
Their bad.
Smoking is bad because it gets in your lungs and you get sick.
Not to chew gum and chewing tobacco.

Not good for you.
Makes the gooky stuff go in your lungs.
It can make you get cancer.
Cause it will make you sick, die, vomit, kill you. Need to go to hospital.
Bad for your health. (N = 2)
Lungs bleed.
Cause you get smoker's breath.
Lungs turn black, you can hardly breathe. My dad says "he can hardly breathe."
When you blow smoke air into a handkerchief, it makes black spots. (from Topol commercial)
Makes you cough, spread germs around when you cough.
Lungs turn black and you die, it's bad for your health.
Get black, yellow, brown teeth, makes you sick if you smoke.

10. What about fresh air? Is fresh air part of the "Circle of Good Health" or the "Circle of Bad Health?"

Burris	(1st grade)	24 Good Health	0 Bad Health
Hawthorne	(1st grade)	6 Good Health	0 Bad Health
Broadview	(2nd grade)	19 Good Health	0 Bad Health

Why?

Breathe in good air.
You can run and play. (N = 3)
If you don't get fresh air you can die.
Get fresh air in your lungs.
Cause you can get some air when you go outside, you can run and play.
If you play you can get fresh air.
If you get fresh air you'll get good health.
It's good cause it don't have smoke in it.
Can breathe good with fresh air.
Good for lungs.
Good for body.
Cause you get fresh air inside you, feels so good, like when you're real hot and get air conditioner on.
This can get in your mouth and make you feel good.
It hits your face when you feel hot, feels like ice, cools you down like ice.
It's good that we have fresh air or some people could get sick and die.
If all the air was polluted we couldn't breathe. (second grade)

11. What about exercise, running and playing? Is that part of the "Circle of Good Health" or the "Circle of Bad Health?"

Burris	(1st grade)	26 Good Health	0 Bad Health
Hawthorne	(1st grade)	6 Good Health	0 Bad Health
Broadview	(2nd grade)	19 Good Health	0 Bad Health

Why?

Cause you can get more breaths if you exercise.
Get fresh air. (N = 3)
Feel good about yourself.

If you like exercise, you'll get strong, you get good health.
When I get home and get my homework done, I lift weights.
Cause you get muscles. (N = 3)
Makes you strong. (N = 2)
Gets body in shape.
Good thing to do.
Stretches your muscles out.
If you were locked up in a little place for a long time you would start hurting. If you were there for a year, you wouldn't have food and you could die.
You'll grow up to be strong.

12. If someone feels good about themselves will they:

	Yes	No
A. Get fresh air	100% (49)	0
B. Smoke	0	100% (49)
C. Run and play	100% (49)	0

13. Do you think you'll smoke when you are older? Why?

Burris	(1st grade)	0 Yes	23 No	1 Don't Know
Hawthorne	(1st grade)	0 Yes	6 No	0 Don't Know
Broadview	(2nd grade)	2 Yes	17 No	0 Don't Know

No

If people smoke it hurts their lungs.
It gets gook in lungs.
Bad for health. (N = 8)
You get bad lungs. (N = 2)
You'll breathe smoke, no fresh air.
You'll get sick and you might die.
Cause your lungs will get black.
It's not good for you. (N = 2)
Cause you'll hurt your lungs.
You'll get sick. (N = 4)
You won't feel good about yourself if you smoke.
I want to have good lungs. (N = 2)
I don't want my lungs dirty. (N = 4)
Breath will stink. (N = 2)
Can't breathe very good.
Gets your insides sick.
Make you die.
Get in your lungs, lungs are brown.
Will not make you feel good, go to hospital.
It's bad.
Can't get fresh air.

Yes

Because my mom smokes. (2nd grader)

B3: Student Interview Data: Unit 3, My Health

School	Grade	Boys	Girls	Total
Ellettsville	2	6	6	12
Morgantown	2	7	10	17
Ellettsville	3	7	8	15
Total		20	24	44

1. Do you remember when you used these materials in your class? 44 Yes 0 No

2. What do you remember that these materials were about? (Probe: What did you learn?)

Ellettsville (2nd grade)

How to take care of yourself.
No smoking.
Fresh air.
It was about health.
It showed you to clean yourself, not to eat too much candy.
Brush your teeth.
After you eta, don't twirl around.
When you're hot, don't sit by a fan.
Learning about our health.
About resting and breathing fresh air.
Had a big fat kid, the woman said, "You can be like this fat kid or the guy on the poster."
Good habits.
About this machine.

Morgantown (2nd grade) (Class saw filmstrip 3 times.)

Healthy foods you're suppose to eat.
You're suppose to eat what you're suppose to.
How to keep yourself strong. instead of weak.
Have a good diet. (N = 4)
Eat good foods and take care of yourself.
Wash hands before you eat so you don't have germs.
Don't smoke and don't eat too much candy.
Exercise so that you have fresh air.
Get a good night's sleep.
Rest. N = 2)
Don't eat a bunch of junk food (N = 2) and don't watch TV.
About health. (N = 2)
Wash hands. (N = 2)
Brush teeth. (N = 2)
Exercise. (N = 2)
Have good health habits.
Fresh air.
Don't be afraid to cry.
Don't smoke.

Ellettsville (3rd grade)

Stop smoking. (N = 2)
Breathe fresh air.
When you smoke your lungs get brown.
You need to have rest.
Good habits/bad habits. (N = 2)
Get rest. (N = 2)
Go to sleep on time.
Good diet.
Brush teeth. (N = 2)
Wash face. (N = 2)
Exercise.
Don't go to too many slumber parties.
Good health.
Get good air.
Wash face and brush hair.

3. Show poster. Did you like poster? 42 Yes 2 No 0 Not Sure

What did you like about it?

I liked it cause it's got different health things. (N = 2)
It teaches me health things I don't know.
All the exercises.
Big muscles, colors.
The way the words are different.
He's telling you about what he's (Healthman) supposed to do.
Neat, neat designs on it.
I'd like to be healthman.
It tells you stuff that you should do.
Like good diet.
Pretty.
I liked the guy (Healthman), he's good and has good health habits.
I liked it because it encouraged me to exercise more and get a good diet.
All the colors. (N = 2)
It flies.
Liked Healthman.
Looks like Superman.
Liked the name, Healthman.
Liked Healthman cause he took care of himself, he's clean.
The poster helped you color handouts.
Liked the words on it.

What did you not like about it?

They should just show real people instead of cartoons. (2nd grader)
Not sure, didn't like it, I don't believe in guys like this, I'm too grown up for it. (3rd grader)

4. Did you like the filmstrip? 43 Yes 0 No 1 Don't Know

What did you like about it?

I liked it when they had the machine. (in future)
Showed when healthman was fat, he could either turn out to be fat or to be strong.
Don't eat candy, watch TV, not be lazy.
I liked it cause they had him teaching different health problems.
Liked everything.
About habits.
That he stopped eating bad food.
Liked the way the machine looked.
I liked the pictures.
I liked the way he (Healthman) explained it, the right things to do. Liked what he said.
Liked when the kid said, "Is it a ship, a plane" at the beginning.
Yes, it taught you something you're supposed to do. You should take care of yourself and not eat too much candy and eat vegetables and stuff.
If it wasn't for the grandma's computer he would be chubby.
Liked Healthman. (N = 2)
Sing song.
I liked it when he said, "I'm not afraid of crying."
Liked it when the fat Healthman was shown.
Liked it best when fat guy was on screen.
Liked it when he was talking to the little girl.
Same as poster, it encouraged me to do good things.
The girl in Healthman film insulted him.
Girl made fun of him and he told her not to.
Liked the way they sang.
The little girl was mean, "Why are you resting on the road?"
It was nice.
Liked the story.
Healthman looked like Superman.
Didn't like it when they showed he was fat.
Liked the woman who showed him the future.

5. Play tape. Did you like the song? 43 Yes 1 No

What did you like about song?

The beat. (N = 2)
When they sang Healthman.
Not to get bad habits.
Cause it showed us about health.
To get fresh air.
The music. (N = 4)
They said he exercises.
When they said, he washes his hands and the germs run like rabbits.
Liked it when they said Healthman loud.
Liked the way they sang.

What did you not like about song?

Didn't like it, I'm too grown up for song, funny music.

6. Show handouts. Which did you use in class?

Ellettsville (2nd grade)

None.
(The teacher did not use any of the handouts. Taught unit before Christmas break and did not have time.)

Morgantown (2nd grade)

All handouts were used.
Had trouble filling out this week's record (N = 1)
Had trouble reading some of the words on the handouts: monoxide, contains, exercising, Futuramicoscoscope.

Ellettsville (3rd grade)

Used 3 handouts
"Health Lung - Smoke Lung"
"The Adventures of Healthman"
"This Week's Record of My New Health Habit"
Liked all the handouts
Had fun coloring them
Healthman looks like Superman the way it's printed, liked the big muscles.

7. Of all the material what did you like most?

The beginning of the filmstrip
The machine that showed the future (N = 2)
When the song said, the germs run like rabbits
The filmstrip (N = 2)
The song
Everything (N = 14)

8. Of all the materials, was there anything that you didn't like?

Didn't like germs.
Didn't like the cavities.
Didn't like the girl who yelled at Healthman.
Didn't like the fat man. (N = 2)
I didn't like how the cavities came.
Didn't understand difference between "Keep at it" and "Doing Well" on "This Week's Record of My New Health Habit"

9. What were some of the important things you learned from the materials? (Probe: What else do you remember learning?)

Ellettsville (2nd grade)

Not to smoke
Not eating a lot of candy
Not to watch too much TV (N = 2)
Health products
To wash everyday and keep clean
About getting my health

Breathing fresh air (N = 3)
When you get hot, shouldn't go in front of fan.
Exercise.
Too many sweets can make you hyper.
Eat sweet things only once in awhile.
Eat good food.

Morgantown (2nd grade)

To use healthy habits or you could look like that fat guy. Or you could have bad teeth and need braces.
To wash your hands alot, eat good foods.
There's good health habits.
You could get bad germs if you didn't follow the rules. You're supposed to exercise and get good foods.
If you don't brush your teeth you'll get cavities.
If you don't wash your hands you'll get germs. (N = 2)
Have a good diet.
Eat the right foods.
Don't eat junk foods.
Don't watch too much TV.
Don't smoke.
Eat vegetables.
Eat carrots.
Make yourself healthy, have a good diet.
About good health habits you should do and not do.
Learned not supposed to eat junk food and smoke but eat good food and stay healthy.
It tells you things so you won't get cancer.
It's about foods you're supposed to eat, habits, not to drink sodas not to eat sweets.

Ellettsville (3rd grade)

You should keep good health, you might die, get sick.
Not to smoke (N = 2)
Bad health is not good for you.
Healthman--the way he taught us not to smoke.
Learned to wash my hands before I eat supper.
To brush your teeth after every meal.
Keep good health habits. (N = 2)
Exercise, resting
Bad habits are hard to break. When I was little I always went over to my little sister to make her scared.
Brush your teeth and hair.
Eat good balanced breakfast.

Specific Unit Questions: Unit 3, My Health

1. How would describe Healthman?

Ellettsville (2nd grade)

Big muscles, black hair
Healthy (N = 4)
Superman, Batman, Shazam
He's a good person.
Strong (N = 2)
Clean all the time
Smart

Morgantown (2nd grade)

Big muscles
Healthy (N = 3)
He isn't afraid to cry.
He eats fresh food.
Strong and Powerful
He eats healthy stuff.
He doesn't smoke cigarettes.
Doesn't eat candy.
He helps people, tells them what habits they should do and what habits they shouldn't do.

Ellettsville (3rd grade)

He was an actor like Superman.
Some girl said something to him and he got mad.
Looks like Superman.
Strong and not fat, in good health
He's strong, he's funny.
He has big muscles.
He's good.
He could fly
He wants kids to do more good habits.
He's cute and handsome.

2. What are some health habits that Healthman feels are good for you?

Ellettsville (2nd grade)

Brushing teeth (N = 2)
Eating good, healthy diet (N = 2)
Having fresh air (N = 3)
Exercise (N = 2)
Stay clean.
Wash your face.
Sleep.
Eat carrots.
Eat good foods and eat slowly.
Not to take pills
Eat lots of food--dill pickles, lettuce, bread, ice cream.
Eat lots of vegetables.
Not to smoke

Morgantown (2nd grade)

Fresh air (N = 3)
Balanced diet (N = 4)
Brush your teeth (N = 4)
Sleep (N = 3)
Exercise (N = 4)
Don't watch too much TV.
Eat vegetables.
Wash hands.
Brush hair.
Don't let other people use your comb.

Ellettsville (3rd grade)

Fresh air (N = 4)
Good diet (N = 4)
Rest (N = 3)
Not to get mad
Brush your teeth. (N = 2)
Exercise (N = 2)
Wash face (N = 2)
Brush your hair.
Not to smoke
Not to eat too much food

3. Name some health habits that Healthman feels are bad for you?

Ellettsville (2nd grade)

Germs (N = 2)
Sweets are bad, candy (N = 4)
Smoking bad. (N = 3)
Too much TV (N = 3)
Popcorn

Morgantown (2nd grade)

Don't smoke (N = 2)
Don't eat popcorn.
Don't eat candy (N = 3)
Don't watch too much TV. (N = 3)
Don't let germs get to you.
Say "No" to junk food. (N = 2)
Don't blow in people's ears. (N = 2)
Don't burp in people's faces (N = 2)
Don't run in the hall.
Don't put fingers in your mouth.
Don't take cigarettes.
Don't eat stuff that drops on the floor.
Don't bite your fingernails.
Not getting any fresh air

Ellettsville (3rd grade)

Smoking (N = 4)
Not resting (N = 2)
Watching too much TV (N = 2)
Not eating a lot of fruit
Bad diet
Having puny muscles
Fat
Don't exercise.
Don't brush teeth. (N = 3)
Eating candy
Not combing your hair
Not taking a bath
Eating junk food
Sleeping in school

4a. Do you have a health habit you would like to change?

Ellettsville (2nd grade)

Yes 6 No 6

If yes, what is it?

Exercise more.
At night have an apple for a snack.
Brush teeth two times day, morning and night.
Brush teeth more and exercise.
Breathing more fresh air.
Watch less TV.

Morgantown (2nd grade)

Yes 7 No 10

Get more rest. (N = 2)
Brush teeth more often.
Do more exercises. (N = 3)
Get my mom and dad to stop smoking.

Ellettsville (3rd grade)

Yes 8 No 7

Eating more good fruit.
Not watching too much TV (N = 2)
Brush teeth after every meal.
Exercising, playing baseball
Drinking 5 glasses of water instead of 12.
Practice flute more.
Wash my face more.
Yes, I watch too much TV, I don't get out to play enough.

4b. Since you saw Healthman and the filmstrip, do you have a new health habit?

Ellettsville (2nd grade)

Yes 5 No 7

Exercise more.
Eat an apple for snack.
Brush teeth 2 times a day.
Brush teeth more and more exercise.
Breathing more fresh air.

Morgantown (2nd grade)

Yes 14 No 3

Don't bite fingernails.
Brush teeth more. (N = 2)
Get more sleep (N = 2)
Not to watch so much TV and eat so much candy.
Exercise (N = 3)
Rest and exercise, get fresh air.
Start exercising and taking naps, eat less junk food.
Eat right food.
Ride my bike everyday.
Yes, I help my little brother do exercises.

Ellettsville (3rd grade)

Yes 10 No 5

Exercise a lot, do push-up.
Eat good fruit.
Brushing my teeth more than before.
Resting when I come back from school.
Exercise with weights, just started.
Brush my teeth more.
Exercise, run, jump over wheelbarrow.
No, I'm tired everyday. I have to get up at 6:00 and go to bed at 8:00.
Not watching too much TV.
Go to bed early 8:30.
Yes, the teacher lets us lay on the floor and feel rest going through our body. We take deep breaths and close our eyes.
Yes, I did more good things, I've played more outside. My mom and I are eating more salads, vegetables. I went on a diet to lose weight.

5a. How is what you eat important to your health?

Ellettsville (2nd grade)

If you eat too many sweets it will make you hyper, it will give you cavities, teeth will yellow, it will make you fat.
If you don't eat vegetables, your teeth will get rotten and grey.
Because it makes you stronger
Food gives you energy, makes you feel strong, not weak.
Makes your brain healthy.
Helps your body.

Morgantown (2nd grade)

Have energy. (N = 2)
Be strong.
Can have better lungs.
If you eat too much junk food you can't live too long.
Eat good foods you will live longer.
Because if you eat junk foods it will make your teeth rot.
I'm not allowed to drink coke, pepsi, tea, coffee, because it's got too much caffeine.

Ellettsville (3rd grade)

Eat junk food, teeth get rotten.
If you take care of your teeth your teeth will take care of you.
If you eat good food, fruit's good for you.
You're supposed to eat good things like vegetables, fruit, good for your teeth.
I ate too much sweets, have a cap on my tooth.
Cause if you eat bad food it affects your body, gives you bad teeth.
Teeth get green if you smoke.
Make sure you don't eat junk food.
Don't eat too much candy, you eat cavities.
If you eat junk food, you'd get fat.
If you eat bad things, you might throw up (tossing your cookies)

5b. Name some foods that are good for you.

5c. Name some foods that are bad for you.

Ellettsville (2nd grade)

Good Foods

Carrots (N = 3)
Meat
Vegetables (N = 2)
Fruit
Peas, potatoes (N = 2)
Onions
Celery
Broccoli (N = 2)
Cauliflower (N = 2)
Dill pickles
Milk
Strawberry
Spinach (N = 2)
Apples (N = 2)
Bananas (N = 2)
Pepsi Free (no caffeine)
Prunes
Raisins
Tomatoes
Tomato juice, V-8
Green beans
Corn
Oranges

Bad Foods

Candy (N = 3)
Pop
Cupcakes
Cokes (N = 2)
Junk food
Eating too much sugar
Suckers
Ice cream
Smoking

Morgantown (2nd grade)

Good Foods

Grapes
Carrots (N = 3)
Peas (N = 2)
Beets and lettuce
Blackberries
Green beans (N = 2)
Broccoli
Vegetables (N = 2)
Cereal, bread
Grapefruit
Meat (N = 3)
Tomatoes
Milk
Popcorn
Cabbage
Apples, Oranges bananas, grapes

Bad Foods

Cereal with too much sugar
Strawberries with sugar
Candy (N = 2)
Bubblegum
Chocolate
Junk food
Candy
Popcorn balls
Pepsi, coke, tea
Coffee

Ellettsville (3rd grade)

Fruit (N = 3)
Meat
Vegetables (N = 5)
Water
Milk (N = 2)
Orange juice (N = 2)
Carrots
Apples, oranges (N = 2)
Bananas, grapfruit
Tangeloes
Coconut
Walnuts
Popcorn
Steak (N = 2)
Potatoes
Salad
Spaghetti

Candy bars (N = 2)
Pop (N = 3)
Chocolate Santa Claus
Jelly beans
Coke
Candy (N = 4)
Chewing tobacco
Salt
Chocolate
Smoking
Bubblegum
Lollipops

6. Is smoking a good or bad health habit?

0 Good Habit   44 Bad Habit

Why?

It gets in your lungs, can't breathe.
Gives you cancer. (N = 4)
It rots your teeth. (N = 2)
It's not good for people around you cause they breathe in the air you breathe out.
My grandfather died of it. Smokes got into his lungs.
Bad for your heart, bad for whole body.

Makes your heart not function.
It clogs up your lungs.
Can kill you.
Can die. (N = 5)
Cause it gets stuck in your lungs, blocks your lungs, can hardly breathe.
My mom's getting sick from it. She had to stop.
Can damage your lungs. (N = 2)
Because it has tobacco in it
Makes your lungs turn black inside. (N = 3)
Makes your lungs dark. (N = 2)
It can hurt somebody real bad.
Cause it turns your lungs brown, can get cancer. (N = 2)
Couldn't breathe.
Take some of your life away.
Heart stops pumping when smoke goes down.
It affects your lungs.
Instead of being pink, lungs get brown.
Hard to breathe.
You might choke on it.
If you smoke, your lungs turn brown; you get more used to it and finally automatically do it. Has nicotine.

7. Do you think you'll smoke when you are older?

Ellettsville (2nd grade)

0 Yes 12 No 0 Maybe

Cause I know it's bad for you.
I want to be healthy.
Not after my grandfather died, no way.
It's bad for your heart, might die.
I don't want to die quick.
My grandmother bought me a pipe, my dad gave me tobacco and I smoked it and it made me sick.
Allergic to it, it can make me sick.
I don't want to get stuff in my lungs.
I don't want to because of my grandma and grandpa and it makes me cough.
Makes you have bad habits.

Morgantown (2nd grade)

0 Yes 17 No 0 Maybe

Cause it's bad for you. (N = 3)
Not good for your lungs (N = 2)
Don't want to die.
Don't want to get cancer. (N = 3)
My grandfather got cancer and died.
If I smoke, I'll have a shorter life.
I don't want to, it's bad for you.
Cause I have back teeth, it makes them lean out.
Smoke damages body.
If you smoke, you can get cancer, no one wants cancer, if you start, it's hard to stop.

Ellettsville (3rd grade)

0 Yes 15 No 0 Maybe

Because you might get black lungs.
Cause if you're pregnant, it's not good for your baby.(girl)
Cause if you're pregnant, the baby could die inside. (boy)
Might die of cancer.
It's bad for you. (N = 3)
My dad smokes 5 packs a day, started a fire.
Could kill you very young.
I just can't do it. I'm around my sister, she smokes. I just cough when I'm around her.
My grandmother needs a cigarette, she has a habit she has to smoke all the time.
Smoke makes my eyes water.
I have asthma when my grandfather gets cigarettes by me.
Don't know, just won't.
Have asthma, allergic to cigarette smoke.
Cause I don't want cancer.
I don't want to die from cancer.
My dad doesn't smoke.
I don't want my lungs to get brown and my teeth to get green.

B4: Student Interview Data: Unit 4, My Choice

School	Grade	Boys	Girls	Total
Eminence	3	10	5	15
Morgantown (1)	3	7	5	12
Smith	3	5	7	12
Morgantown (2)	3	7	8	15
Total		29	25	54

1. Do you remember when you used these materials with your class?

54 Yes 0 No

2. What do you remember that these materials were about?

Eminence (3rd grade)

The kid did not choose to smoke, he walked away. He chose to rest instead of run and instead of going to movies.
About his choice--he chose to exercise instead of going to movies.
He thought he would go outside to run after it stopped raining.
About this kid and it was a rainy day and his mother told him to look at the family album but he didn't want to. But the book said, "You ought to look at it". He liked it. It stopped raining. He went outside. His friends asked him if he wanted to go to the movies and he said that he'd rather run. Then his friends asked him if he wanted to smoke, he said, "No, I don't want to smoke."
About choosing and not choosing.

He went outside, his friends asked him to go to the movies, he said no. He went by a tree. His friends asked him if he wants to smoke. He said "I'm tired of running." He said no to smoking, they called him a chicken.
About the photographic album book
He was bored.
Smoking, he was bored, wanted to go outside, he wanted to sit around but he didn't.
Smoking is bad for your health.
He didn't want to smoke. He couldn't decide if he should go outside or rest.

Morgantown (1) (3rd grade)

A book that talked (N = 3)
Choices
It was raining.
He was walking, kids asked him if he wanted to smoke.
It's your choice.
The boy's friend asked him to smoke a cigarette, he said no.
At first, his mother told him to read when it was raining.

Smith (3rd grade)

His own choices
He chose not to smoke.
He decided to go outside instead of going to movies.
Not to drink.
Your choice.
Kind of choices to take
Don't smoke. (N = 3)
Rainy day
To do the right things.
About a boy, it was a rainy day. He couldn't go outside and play.
His mother said he could look through album, The album started talking.
Then he went out to play, kids asked him to movie, said he needed fresh air.
Said no to cigarettes.

Morgantown (2) (3rd grade)

About choices
Not doing stuff
About going outside to play
Not to smoke (N = 2)
Book that came to life and it was talking
At first he didn't want to look at book then he did.
Where he makes choices
Not to do bad stuff
He could have a choice to go out and play or look at picture album.
He could either run or sit down and rest.
He could either stay outside and get fresh air or go to movie with friends.
He could stay in and read the book.
Your choice
Talking to a book
Seeing his friends
His friends asked him to go to movie, he said no, want to stay in fresh air.

3. Show poster. Did you like the poster?

50 Yes 4 No

What did you like about it?

Liked blue album, blue face. (N = 2)
Sometimes when I didn't have anything to do, I'd run my fingers through the mazes.
It's ok.
Liked when he said "No" to smoking.
Liked when he was looking at album.
Liked his mother in album.
Liked arrows.
Liked the picture of boy holding cigarette.
Neat how it goes in maze.
How the book talks, sings (N = 3)
Could follow mazes.
Had no trouble reading it.
Book talked, made out of clay.

What did you not like?

Didn't like smoking part.
Didn't like when they asked him for cigarette.
Didn't go over it in class.

4. Did you like the filmstrip?

52 Yes 2 No

What did you like about it?

When he talked to the person in book, told him about the pictures
He exercised and I don't exercise that much, cause I watch TV.
Liked it cause we didn't have work to do in school.
Thought it was animated like a cartoon, but it wasn't. Knew it was about health.
Thought it was neat.
Liked the talking book. (N = 5)
Liked the whole thing.
When he chose about smoking, not to smoke (N = 2)
When he didn't want to go to movie, to run and exercise.
I liked when the book started talking he said you could talk. (N = 5)
Liked the end of the filmstrip, when his mother said books don't talk, he said "Oh yeah!" (N = 2)
When he turned to look at album, the face said hi.
You got to pick your choice.
I liked it when the book sang a song, that the book kept talking, that his mom didn't believe him.
Shows that you shouldn't smoke cigarettes.
Did not like cigarettes.
He didn't smoke.
He didn't sit around, he kept busy when it rained.
I liked the book because it talked.
When his mother came home, he said the book could talk, she didn't believe him and the book started talking.
Liked the song.
It was a good filmstrip, better than most we have.

5. Did you like the song? 52 Yes 2 No

What did you like about it?

When the photo album sang (N = 2)
Liked when he sang with it.
Liked how they played the music
Sang with it.
It was slow.
Liked it when he said, it's your choice.
Liked music.
The song made you feel like singing with it.
Liked the words they used. (N = 2)
It's our choice what we liked to do.

6. Show handouts. Which of these did you use in class?

Eminence (3rd grade)

Used all handouts.

What did you like about them?

Liked "the Story of". (N = 2)
Liked "What do you breathe," played game by trading circles that shows how smoke goes in lungs. (N = 2)
Liked all of them.
Liked Carbon dioxide lung activity.
Liked "smoking words". (N = 2)

What did you not like?

The "Story of," hard to make book, put dumb things in it.
Did not like "the smoking words," no challenge, could see the words.
Did not like the "smoking words," hard to find words.

Morgantown (1) (3rd grade)

Used no handouts.

Smith (3rd grade)

The Story of Me

What did you like about it?

Liked it.
No trouble reading it.

Morgantown (2) (3rd grade)

Used all handouts.

What did you like about them?

Liked all of them (N = 4)

What did you not like about them?

Hard to read what do you breathe words.
Choosing the "smoking words," it had too many words in it.

7. Of all the materials what did you like most?

The filmstrip (N = 10)
The blue/grey album
Liked everything. (N = 3)
Making my own book, The Story of Me (N = 2)
The poster (N = 4)
The game with circles
Liked the handouts.
The song (N = 4)
The Story of
When the book cover came to life
When the mother couldn't believe the book could talk
When he chose not to smoke
When he made choices
The talking album

8. Of all the materials, was there anything that you didn't like?

The singing
Didn't like the filmstrip that much. Liked the talking book, didn't like the other things, was boring.
Filmstrip when he was running, dumb to turn down movie
When the boys called him a chicken
Didn't like the smoking. (N = 4)
Didn't like it when the other boys gave him a cigarette. Said it was a gift, they started calling him names.

9. What were some of the important things you learned from the materials? (Probe: What else do you remember learning?)

Eminence (3rd grade)

Do your own choice.
Not to do bad things like smoke or go to the movies.
Not to smoke (N = 2)
That smoking is bad for you, can did from it. Bad air, smoke gets in your lungs.
Cigarettes have poisons in them.
Some people smoke to see what kind of a hot-shot they are.
To exercise
Shouldn't take cigarettes from other people. (N = 3)
Learned to choose things that I like to choose and sometimes not to choose things that are bad.
Learned not to smoke and do bad things.

Morgantown(1) (3rd grade)

Not to make bad choices
To choose what's right for you
Think about friends.
Don't play with friends that smoke.
Make your own choices.
From class discussion, I learned that you could get thrown in jail.
The boy didn't take the cigarette because it could damage your lungs.

Smith (3rd grade)

When we grow up we'll make our own choices.
Don't smoke, don't drink.
Cause you have to make your own choices in life. No one else can do it for you. So you can.
Write the story of yourself.
So you can look at your photo album.
So you didn't take cigarettes from other people.
So you wouldn't smoke and get lung disease.
That it's your choice, your life you do what you feel like doing and not what your friends do.
Not to smoke cigarettes, cause this is bad for you.
Not to go to movies sometimes, but to get fresh air instead.

Morgantown (2) (3rd grade)

Don't smoke. (N = 6)
Go outside and get fresh air.
When he did jumping jacks outside, that it's good to do exercises
Not to do bad things
It's your choice to do what ever you want.
Tell your friends no if they offer you something bad.
It's your choice sometimes.
Not to be bored if it rains

Specific Unit Questions: Unit 4, My Choice

1. Did the story of Bobby make you think of yourself differently?

Eminence 8 Yes 7 No If yes, how? (3rd grade)

Cause he lives in a city
Cause he was colored
It made me feel happy, then said, then happy.
I choose a lot of things differently now. Before if someone asked me to go to a basketball game, I always used to say yes. Now I turn them down because it interferes with other things you can do.
It made me feel better about choosing.
Maybe if your friends want you to smoke, I learned you're not supposed to smoke.

Morgantown (1) 4 Yes 8 No (3rd grade)

Yes, to do the right stuff that you should
Next time your mom offers you a snack--apples, cookies or orange juice--choose apples and orange juice.

Smith 11 Yes 1 No (3rd grade)

It made me think about how my parents smoke and drink.
My dad smokes too.
I usually to to the movies all the time, I need more fresh air.
Cause Bobby's black and I'm white.
Now I know it's important to make own choices, not to ask people what to do, to do it my own way.
His life is different than mine, when I go out on the street no one asks me if I want a cigarette, no one asks me to go to a movie either.
It makes me feel proud of myself because I'm not going to smoke when I get bigger.
I used to be bad until I saw the film, I changed around. I decided not to chew tobacco. I get sick on it. When my dad asked me yesterday if I wanted to chew I said "No."
I used to hit my sister, but after I saw the filmstrip I haven't.

Morgantown (2) 3 Yes 3 No 6 Not Sure (3rd grade)

I sometimes make the wrong choices.
Yes, in terms of choices you can make

2. What did Bobby learn from his family album?

Eminence (3rd grade)

He can make his own choices. (N = 2)
It's his life and it's his choice.
About when he was little
Not to smoke
Not to take cigarettes
The album taught him to get out and try different things that he hadn't tried before.
Album taught him that you could find some of your old family pictures of your grandma's or grandpa's that you hadn't seen before.
Taught him to choose what he wants to choose and not what other people want you to choose.

Morgantown (1) (3rd grade)

To like his friends
He remembers people that he sees.
To do what he chooses
Not to smoke
That it's his choice what he wants to do (N = 2)
To run and play instead of going to movie
Not to go play with friends, he wanted to run
Everytime you make a choice you're writing a story of you.

Smith (3rd grade)

To make his own choice (N = 4)
He learned the story of him.
Not to smoke
It's hard to make your own choice.
It's his choice, he can do whatever he wants with his life.
His mom told him to look into the album, the album is important to mom.

Morgantown (2) (3rd grade)

To choose the right decisions
He knows what he was like when he was little.
He saw his friends there.
That he must make choices
It's his choice what he wants to do.
Not to stay in the house
Not to do the things he didn't want to do
It's his choice.
If he wants a cigarette, it's his choice.

3. What choices did Bobby make?

Eminence (3rd grade)

To rest (N = 3)
Not to smoke (N = 4)
Not to go to movies (N = 2)
To go outside (N = 2)
To exercise
Not to play baseball
To look at family album

Morgantown (1) (3rd grade)

Not to smoke (N = 5)
Not to go to movies
Not to play ball with friends (N = 2)
Look in album.
To run and play outside instead of going to movies
To run

Smith (3rd grade)

Not to smoke (N = 4)
Stay outside in fresh air.
Not to go to movie
Not to go out on a rainy day
Not to play ball
First, he chose not to look at album.
Not to drink
To take care of himself
Not to take cigarettes (N = 2)
Stayed indoors too much, said "No" to movies, he needed fresh air.

Morgantown (2) (3rd grade)

To smoke or not to smoke
To stay inside or outside for fresh air
To go to movies or stay outside
Not to smoke (N = 4)
Go outside and play.
To do exercise instead of movies (N = 3)
To get fresh air
To rest
To play with friends
Not to stay inside

4. What kinds of choices can you make?

Eminence (3rd grade)

Eating breakfast
What I watch on TV (N = 2)
To ride your bike, go to store
To go to music palace
To do homework, never get to play
Choose what kind of food I get to eat.
To choose my clothes to wear
To ride motorcycle
To ride with my dad on snowmobile
Not to play ball
To choose to or not to play with dog
In the morning sometimes I don't feel like milk, I choose not to get milk.
When it's raining, I choose not to go in rain to get sick.
Chose not to tell friends something.

Morgantown (1) (3rd grade)

Not to talk in school
Do your work in school.
To wear a coat when you go outside or to get a licking.
To clean your room up
Whether to go to school or not
Not to do bad stuff
Whether to apy attention in school or not
Whether to mind my mom
To help your mom
To be kind to your friends and neighbors
Whether to eat sweets and get cavities
To do homework
To go to bed when you're told
To eat all your lunch

Smith (3rd grade)

Not to smoke
Not to steal, kill
Chose to play baseball, exercise, bicycle

Chose to stay outside, jog, play basketball.
What clothes to wear (N = 2)
To brush teeth, to wash
To choose to do your homework
What to put in your lunch
What to eat, what to drink
What shoes to wear, what jewelry
How to do your hair
Chose to go good on work and not to copy.
With friends, if they're doing something bad say no.
Last night when we were playing cowboys and Indians, a boy came with a knife, told him to go home, he was seven.

Morgantown (2) (3rd grade)

I chose to go to movies or stay home to do math.
Choose to feed and water dog.
Choose to go spend a night over friend's house or stay home.
When you play outside
To eat breakfast
To help your dad with work
To play Atari
Go out and play
Go play in your room
Clean the house for your parents.
To play with friends
Ride bike.
Play game with toys.
Not to be bored
Obey your parents, not being bad.

5. Omitted from analysis: Ambiguous question

6. What are some good choices that you can make?

7. What are some bad choices that you can make?

Eminence (3rd grade)

Good

Swimming in summer
Riding a bike (N = 2)
Exercise (N = 2)
Play kickball.
Go jogging.
To help your mom
To play
Choose to pick flowers for your mom or grandma.
Help your dad feed the cows, hogs.

Bad

Jumping off a roof
Swimming in deep water, can drown
To smoke (N = 4)
Be pooped
Not to go to movies that are dirty
Not to exercise
To go outside when it's freezing
To take dope
Take a baby piglet from its mother
If your friends are doing something bad, to tell on them, then they won't like you.
To ride on the road on your bicycle

Morgantown (1) (3rd grade)

Good Choices

- To run, jog, jump
- Eat vegetables.
- Eat fruit, popcorn.
- To do something quiet, like read a book, if it's raining outside.
- To mind your mom and dad (N = 2)
- To go to school
- To help your mom
- To mind your teacher

Bad Choices

- To smoke (N = 3)
- To cough at people
- To kick people
- To push and shove (N = 2)
- Don't go to places that say Keep Out.
- Don't play by deep construction holes.
- Don't go anywhere without your mom knowing.
- To drink
- To make fun of other people
- To hurt other people
- To not to go to school when you're not sick
- Friends want to go in woods, don't go if you haven't asked your mom

Smith (3rd grade)

- Not to fight
- Not to cuss (N = 2)
- To run around a lake
- Choose to eat spaghetti instead of donuts.
- Choose to eat good food instead of candy.
- Not to drink (N = 2)
- Not to smoke (N = 2)
- Not to chew tobacco
- Not to do bad things

- Play with guns.
- To steal (N = 2)
- To smoke (N = 3)
- To break in someone's house.
- To lie
- To drink to get drunk
- To tear up other friend's toys
- To cuss
- To make fun of people, call them names
- To chew tobacco
- To drink
- To copy work

Morgantown (2) (3rd grade)

- Don't take drugs
- Not to get in a car with another you don't know
- Don't talk to strangers, not to take candy from them.
- Don't steal money.
- Don't smoke. (N = 3)
- Help your sister, brother.
- Don't bite your brother, sister.
- Clean house for parents.
- Obey parents. (N = 2)
- Not to stay inside
- Go to school.
- Not to fool around
- Don't go to the movies if you don't have to.
- Obey somebody that's baby-sitting you.

- Smoking in bed
- Talking to strangers (N = 2)
- Take candy.
- Smoke (N = 5)
- Hurt your friends feelings.
- Get in a car with a stranger. (N = 2)
- Take drugs. (N = 2)
- Don't go in water where it's over your head.
- To lie (N = 2)
- To say bad words
- To go outside and get dirty when you mom says "No"

8. What about smoking? Is it a good or a bad choice?

Eminence 0 Good Choice 15 Bad Choice (3rd grade)

Why?

When you blow out air, some of the smoke gets in your lungs.
Gets down in lungs, cough a lot, can't breathe.
Can die, can get cancer. (N = 2)
Bad for lungs
Bad for health
May die fast.
It gets in your lungs, makes you have cancer.
Makes you cough, you might die.
My grandmother died from cancer.
Cause when you smoke, you can't break away from it, a habit you can't break, can never quit.
Burned my skin with my grandfather's cigar.
Can get sick.

Morgantown (1) 0 Good Choice 12 Bad Choice (3rd grade)

Why?

Can hurt your lungs and you can die. (N = 2)
It's bad for your health. (N = 2)
It gives you cancer.
It can kill you.
It gets in your lungs, it's hard to breathe.

Smith 0 Good Choice 12 Bad Choice (3rd grade)

Why?

Hurts your lungs.
Get disease, get cancer. (N = 3)
My mom smokes.
You can die. (N = 3)
Lungs get clogged up.
The smoke is bad for you, breathe smoke into lungs.
When you start smoking, can't stop.
The ACS "smoke-out" helps you stop for one day.
Makes your eyes burn, not good for you.
Can give you lung disease.
My grandfather has heart disease.
Can make you cough, give you chest problems.
Because lungs get filled up with black stuff
Drug in cigarette, nicotine.

Morgantown (2)   0 Good Choice   15 Bad Choice (3rd grade)

Why?

Cause you could have to go to hospital, it can ruin your lungs
Can get tar in your lungs
It could kill you.
It will make your lungs black and you might get cancer.
You'll get sick.
It's bad for your lungs. (N = 2)
Because it can give you cancer (N = 3)
Because it ain't good for you.
It will hurt you.
Smoke gets caught in your lungs.
Bad for your health.
Might die from it.

All Schools   Smoking is a good choice 0.
Smoking is a bad choice 54.

9. What do you breathe in when you smoke?

Eminence (Used handout "What do you Breathe?")   (3rd grade)

Oxygen (N = 2)
Smoke (N = 3)
Poison
Air
Carbon monoxide
Germs (N = 2)
Dirt
Nicotine

Morgantown (1) (Used no handouts)   (3rd grade)

Smoke (N = 3)
Bad stuff

Smith   (Did not use "What do you Breathe?" handout)(3rd grade)

Smoke (N = 2)
Nicotine (N = 3)
Acid
Nicotine can take over oxygen in your lungs, takes oxygen's place.
Bad germs come in smoke.
Sometimes poisonous

Morgantown (2) (Used handout "What do you Breathe?")   (3rd grade)

Tar
Carbon
Smoke (N = 3)
Black stuff (N = 2)
Germs
Junk
Little yellow things

10. Do you think you'll smoke when you get older? Why? 0 Yes 49 No 5 Maybe

Eminence 0 Yes 13 No 2 Maybe (3rd grade)

No

I'm afraid to.
I'll die. (N = 2)
When a mother smokes when she's pregnant, she can have a birth defect to baby.
I smoked a cigarette when I was younger, smoked it all the way, coughed a lot, I'd never do it again.
Can get cancer. (N = 2)
Cause it's bad for you.
Bad for your lungs
Your lungs get stuff inside them, get clogged up.
Because my mom would kill me.
Because you might die early from cancer.
It's bad for your heart and lungs.
Slows down your heart.

Maybe

I might smoke, I might chew. (boy)
I chew already. (boy)

Morgantown 0 Yes 11 No 1 Maybe (3rd grade)

No

Don't want to smoke.
Bad for your health. (N = 3)
It's real bad when you're a little kid.
It's bad for your lungs.
Breathe in dirty smoke.
Cause you can get really sick.
Don't want to get cancer.
It gets in your lungs, it's hard to breathe.

Maybe

Something I need to think about.

Smith 0 Yes 10 No 2 Maybe (3rd grade)

No

Because you can die.
You'll get addicted to it, nicotine's bad for you.
Can't stop if you start.
Cause I don't want to die early.
I hate the smell of it, especially cigars.
It could give you lung cancer. (N = 2)
Lungs get black, put in hospital, maybe die.

Maybe I might forget all I learned about it and do it.

Morgantown (2)   0 Yes   15 No   (3rd grade)

No

Can get real sick, might have heart attack.
Bad for your lungs.
Cause my pappa smoked and he had to go to the hospital.
Because I don't want to get cancer and die.
I don't want to because it's not good for me.
Because it can kill you. (N = 3)
It's bad for you and you'll get sick.
Your lungs will get bad. (N = 2)
I might be in hospital.
You can get cancer from it. (N = 2)
You might start smoking dope.
You can die from cancer.

An Evaluation of the American Cancer Society Elementary School Public Education Programs

VOLUME 3: HEALTH NETWORK (GRADES 4-6)

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CHAPTER 1. EVALUATION DESIGN

DESCRIPTION OF MATERIALS

In order to provide upper-elementary school teachers a continuation of the health units introduced by "An Early Start to Good Health," the ACS "Health Network" was developed. It contains three stand-alone units for the 4th, 5th, and 6th grades. The ACS brochure states,

> This trio of teaching units is designed by the American Cancer Society to assist young people in understanding their responsibility for their good health. Each unit is keyed to a filmstrip which follows a popular TV format, but the message if always pro-health, anti-smoking. Activities, posters and a game expand the "network" to create a "network of good health" which is entertaining, informative and inspiring.

Each of the ACS "Health Network" units include one sound filmstrip "TV program" interrupted by a "commercial message" to stimulate follow-up discussion; one teaching guide with several suggested classroom activities, lesson plans and the complete filmstrip script; one wall poster or game correlated with the teacher's guide and filmstrip theme; and several duplicating masters for use with activities detailed in the teacher's guide. Each unit is briefly described below:

Unit 4: Special People (Grade 4)

Special People encourages students to develop self-esteem based on true worth, and to realize that smoking cigarettes does not improve self-image. The filmstrip tells the story of Scott, who learns that he doesn't have to be a "star" to be important to his friends.

Unit 5: Health News (Grade 5)

Health News teaches how the respiratory system works, follows the path of oxygen through the body, and demonstrates the value of clean air and exercise and the dangers of smoking. The filmstrip is a mini-news program about the respiratory system, complete with "on-the-spot" reporters interviewing passers-by.

Unit 6: Starga's World (Grade 6)

Starga's World helps students realize that they must choose their own health habits, and not let other people make decisions for them. The filmstrip follows space-kid Starga from the planet Arga to Earth, where she learns how to make her own decisions and opens the eyes of Earthlings too.

METHODOLOGY

Population of Teachers

A total of 22 teachers volunteered to take part in the evaluation of the "Health Network" units. Of these 22 teachers, 12 teachers volunteered to use at least one of the units in their class. The other 10 teachers were later identified by the 12 teachers and volunteered to administer the unit's pre-test and post-tests within their class. By unit, the number of experimental group (those who taught at least one unit and attended the orientation session) and control group teachers (those who administered a unit's pre-tests and post-tests to their students but did not use the ACS instructional units) are listed in Table 1 below.

TABLE 1. DISTRIBUTION OF TEACHERS

Unit	Experimental Teachers	Control Teachers	Total
Unit 4, Special People	4	5	9
Unit 5, Health News	6	3	9
Unit 6, Starga's World	2	2	4
Total	12	10	22

The twelve teachers who taught the ACS units volunteered to be part of the study and to use at least one unit appropriate for their class within the study's designated time frame. These 12 teachers were contacted prior to the evaluation and asked whether they could find a control class in their school which was the same grade level as their class.

For Unit 4, all four experimental classes had a matching control class from the same school. In one school, one teacher was able to obtain two control classes.(This explains why there were four experimental and five control classes for Unit 4.) For Unit 5, two of the experimental teachers who indicated that they were going to be able to obtain a control class did not when the study was implemented. In one of the cases, the teacher had not realized that the other class had used the ACS materials this year. So as a result, Unit 5 had six experimental classes and only three matching control classes.

It was difficult to find experimental classes to test Unit 6. Initially, we had hoped to have Unit 6 taught in several sixth grade classes, however, only one sixth grade teacher volunteered to be part of the evaluation study. The other teacher who used Unit 6 taught a multi-grade class (5th and 6th) and used both Unit 5 and Unit 6 with his class. In both of these cases, the multi-grade class and the sixth grade class were the only class of that grade level within their respective schools. We were, however, able to obtain two other sixth grade control classes from another school which participated in the study.

Number of Students in Study

Across Units 4, 5 and 6, pre- and post-tests were administered to more than 474 fourth, fifth, and sixth grade students. A total of 474 matched sets of completed pre- and post-tests were included in the final analysis. A breakdown of the number of students by unit and treatment condition (experimental vs. control) is presented in Table 2 below.

TABLE 2. BREAKDOWN OF STUDENTS BY
TREATMENT AND UNIT

	Experimental	Control	Total
Unit 4	91	109	200
Unit 5	117	59	176
Unit 6	56	42	98

Not all students in all classes completed both the pre-test and post-test. Only those students with complete sets of data were included in the final analysis. As a result, 36 students with incomplete sets of data were excluded from the analysis of Unit 4; 53 students from Unit 5; and nine students from Unit 6.

The breakdown of students by sex is reported in Table 3 by unit.

TABLE 3. BREAKDOWN OF STUDENTS BY
SEX AND UNIT

	Male	Female	Total
Unit 4	111	89	200
Unit 5	92	84	176
Unit 6	47	51	98
Total	250	224	474

Background Information Concerning Classes

Twelve classes were involved in evaluation of the units in the "Health Network" (with one class using two units). Across these classes, it appears that the classes were primarily located in smaller communities and were predominantly Caucasian (11 classes, 100% Caucasian; 1 class, 95% Caucasian). Seven of the classes were in communities of less than 3,000, while only two were located in communities with a population greater than 25,000.

The students in these classes represented a range of ability levels based on the self-report of the teachers. The ability levels of the fourth grade classes that used Unit 4 were classified as average (N = 3) and mixed ability (N = 2). The ability levels of the fifth grade classes that used Unit 5 included one mixed ability class, one upper-average and three average-to-below-average classes; while the ability levels of the two classes that used Unit 6 were classified as mixed (N = 1) and average-upper ability level (N = 1).

Development of Instruments

Teacher data were collected from two sources: (1) A teacher questionnaire was completed by the teacher following the implementation of each unit taught in the classroom; and (2) A teacher follow-up telephone interview was made after we received the evaluation instruments (teacher questionnaire and student pre-tests and post-tests) from the teacher.

In order to assess what students were learning from the units, a pre-test/post-test instrument was developed for each unit. In addition, students were asked to complete a follow-up student questionnaire after having completed the unit and the unit's post-test. A more detailed description of each instrument is presented below. In addition, a copy of all instruments can be found in Appendix A.

Teacher Questionnaire. The Teacher Questionnaire consisted of 39 questions which addressed the areas listed below.

	Item Numbers
Background Information	1 - 7b
Population of Community	
Social Composition of Class	
Ability Level of Class	
Dates Unit Taught	

	Item Numbers
Total Number Hours of Instruction	
Date(s) Administered Pre-Test, Post-Test and Student Questionnaire	
Previous Use of ACS Units	
Implementation of Unit	8 - 12c
Initial Implementation Problems	
Preparation Time Needed	
Integration of Unit in Class	
Utilization of ACS Units' Materials vs. Own	
Later Implementation Problems	
Unit Preferences	13 - 17
Activities Teacher Liked Most/Least	
Handouts Teacher Liked Most	
Handouts Would Not Use Again	
Student Preferences as Perceived by Teacher	
Inappropriate Activities in Teacher's Guide	
Grade Level Unit Most Appropriate	
Impact of Unit (Unit's Objectives and Outcomes)	18 - 24b
Major Health Objectives Addressed by Unit	
Learning Objectives Emphasized by Teachers	
What Teachers Perceive Students Learn Most	
Unit Concepts that Students Have Trouble Understanding	
Attitudinal Changes Observed in Students by Teacher	
Behavioral Changes Observed in Students by Teacher	
Extent Unit Meets Developmental Needs of Students	
Evaluation/Endorsement of Unit	25 - 28
Would or Would Not Recommend to Other Teachers	
Plan to Use Unit Again	

	Item Numbers
Evaluation of Unit Compared to Other Materials	
Rating of Overall Worth of Materials in Students' Curriculum	
Teacher's Guide	29 - 32
Usefulness of Guide	
Structure and Direction of Guide	
Additional Information Needed	
Other Recommendations to Improve Guide	
Summer Orientation Session	33 - 37
Extent Orientation Prepared Teachers	
Liked Most/Least Orientation	
Additional Information Needed in Orientation	
Need for Teachers' Orientations	
Summary/General Trends	38 - 39
Major Strengths of Unit	
Major Weaknesses of Unit	
Other Comments, Suggestions	

FOLLOW-UP TEACHER INTERVIEW

All teachers were interviewed by phone following their use of the "Health Network" unit(s). Upon receiving the completed teacher questionnaire and student instruments, each teacher was contacted at his/her school for a brief 10-15 minute follow-up.

The follow-up interview contained eight questions which supplemented the teacher questionnaire. The follow-up interview questions specifically dealt with:

1. Teacher perceptions of their having used the ACS instructional unit(s), whether they perceived it as a positive or negative experience.
2. Teacher perceptions of whether the class benefited from having been exposed to the ACS unit(s).

3. Whether teachers felt they personally benefited from the experience.
4. Rating the overall instructional quality of the unit(s) they taught and specific components of the unit.
5. Whether revisions are needed in the unit and if yes, what changes do they feel are needed.
6. The SEL (Socio-Economic Level) of the students in their class.
7. Discussion of Teacher Questionnaire items.
8. Other comments about unit, materials orientation or evaluation itself.

STUDENT PRE-TEST/POST-TEST ASSESSMENT INSTRUMENTS

A pre-test/post-test instrument was constructed for each unit based upon the instructional content of that particular unit. Since Unit 4, Special People, dealt with a student's self-image and smoking, a 30-item attitude scale was developed to assess students' attitudes about self-image and smoking.

Since Unit 5, Health News, dealt with the in's and out's of the respiratory system, a 30-item cognitive test was developed to assess the students' understanding of the material presented in the unit via the filmstrip and the student handouts.

An attitude scale (18 items) was developed for Unit 6 to assess the students' understanding of decision-making, values, and deciding whether to smoke. In addition, a 10-part item to test the students' awareness of the process of decision-making was also included.

The pre-test and post-test were color coded. The same instrument was used for both the pre-test and post-test because of the lack of time to pilot-test the instruments in order to develop equivalent or parallel test forms. The same pre-test/post-test items, printed on different colored paper, were administered to the students in the control groups.

STUDENT QUESTIONNAIRE

Following the completion of each unit in class, the teachers were asked to administer the unit's post-test to the students. After students completed the post-test, they were asked to complete a 15-item student questionnaire to assess their perceptions of the unit used. This questionnaire asked students to complete the following statements:

1. What I liked *most* about the Unit
2. What I liked *least* about the Unit
3. The filmstrip we saw was
4. The handouts we used were
5. The handout or activity I liked *most* was
6. The handout or activity I liked *least* was
7. From the Unit I learned that
8. The Unit taught me that smoking
9. The part of the Unit that I had the most trouble understanding was
10. My teacher made the Unit interesting by
11. The most important thing I learned was
12. That's important because
13. The American Cancer Society
14. I think students in other classes *would* or *would not* (circle one) like the materials.
15. I think these materials are *better than* or *about the same as* or *worse than* (circle one) most materials we have used in our class.

CONTROL CLASS TEACHER QUESTIONNAIRE

Each teacher involved in the evaluation of the units was asked to find a control class of the same grade within their school. Once identified, the control class teachers were asked to complete a form, Control Class Teacher Questionnaire. This asked the teachers to record the following information:

1. Grade level of class
2. Date administered pre-test, amount of time it took to complete
3. Date post-test administered, amount of time it took to complete
4. Problems teacher had in administering the tests or following directions provided
5. Problems students had when taking the tests
6. Whether they used ACS materials this year with their class

While it was impossible for us to monitor the administration of the tests in the schools, we provided the control group teachers with instructions to follow. On the Control Class Teacher Questionnaire, no teacher indicated having any problems in administering the pre-tests or post-tests or in following the directions. (A copy of the instructions and Control Class Teacher Questionnaire is also included in Appendix A.)

DETERMINATION OF INSTRUMENT RELIABILITY

The reliability measurement of an instrument assesses the stability of the measurement. For example, the extent to which an instrument provides close to the same results each time it is administered determines how reliable the measurement is.

One method of estimating the reliability of a test is primarily concerned with the "internal consistency" of items within the test. This reliability estimate is based upon the average correlation among the items within a test. Coefficient Alpha is a method for determining test reliability based upon the internal consistency of an instrument which consists of continuous items (e.g. Likert attitude scale). Kuder Richardson-20 (KR-20), however, is used to assess the internal consistency of an instrument which is composed of dichotomous items (e.g. right/wrong test items).

In this evaluation, the reliability estimates obtained were derived by pooling together the pre-tests from the experimental and control groups for each unit. Since Unit 4's pre-test consisted of a 30-item Likert attitude scale, coefficient Alpha was used to calculate the test's reliability. Kuder Richardson-20 formula was used to determine the reliability of the 30-item cognitive test for Unit 5. The Alpha coefficient was again used to assess the reliability of the 18-item Likert scale developed for Unit 6.

In Table 4 below, the reliability results and method used are presented.

TABLE 4. TEST RELIABILITY ACROSS UNITS

	Unit 4	Unit 5	Unit 6
Reliability estimate	Alpha	KR-20	Alpha
Number of students (pre-tests)	200	176	98
Number of items	30	30	18
Type of item	Attitude	Cognitive	Attitude
Reliability coefficient	.79	.70	.36

The low reliability in Unit 6 can be due to several factors: (1) lack of homogeneity across items in the scale (the items on the scale are measuring different domains); (2) small number of items; and (3) small sample size. While the reliabilities of the instruments for Units 4 and 5 are not as high as one would want for a validated and final instrument, .79 (Unit 4) and .70 (Unit 5) are quite respectable reliabilities for a piloted-version of an instrument. Due to the time constraints embedded in the evaluation, none of the pre/post-test could be pilot-tested prior to the evaluation in the schools.

Although the instruments were not pilot-tested, the test items were reviewed for content in order to assess each test's face validity. Two health education specialists who were familiar with the instructional content of the "Health Network" units were asked to independently review the test items developed. They were asked to determine (1) whether each item assessed content that was important and part of the unit; and (2) whether other content that was important to the unit was omitted across the items. Those items which appeared to have "content validity" were then included in the unit's tests.

Because of the grade level (elementary) of the students and their lack of experience in taking standardized tests with varying formats (e.g. Likert scale or multiple-choice), an attempt was made to simplify the tests, in terms of both item wording and test directions. An example of this was when faces were drawn to represent the degrees of attitude on the Likert attitude scales.

METHOD OF DATA ANALYSIS

This study had several limitations built into its design of which some have been addressed (e.g. students' lack of experience in taking tests, and no time to pilot-test instruments). Another limitation was in the initial selection of treatment classes. The process used was self-selection (volunteerism) on the part of the teachers as opposed to randomly assigning treatment conditions (experimental/control) to a selected group of matched classes. The lack of randomization of treatment to classes is common to evaluation studies of this type.

In order to account for initial differences between the students in the treatment and control groups, the pre/post-tests were analyzed using analysis of covariance (ANCOVA).

In quasi-experimental designs, where subjects are not randomly assigned to treatments, ANCOVA is used to "equate" the groups (experimental/control) on one or more relevant variables on which they differ. In this case, the ANCOVA uses the pre-test as the covariate to adjust for initial differences between the groups. The estimate of the treatment effect in ANCOVA is the difference between the predicted post-test scores of individuals in the two groups who have been matched on pre-test scores. A statistically significant difference then suggests that one group would have significantly outperformed the other on the post-test if the groups had started with the same pre-test scores. (Cook and Campbell, Quasi-Experimentation, 1979)

The ANCOVA provides a global assessment of treatment effects on the groups provided that the instrument is reliable. The ANCOVA results are reported for Units 4 and 5, however, due to the low reliability of Unit 6 instrument, the ANCOVA is not appropriate.

In order to assess more specific changes which occurred in students' attitudes as a result of being exposed to Units 4 and Unit 6, an item-by-item analysis was conducted using the t-test to determine whether the difference (post-test minus pre-test change) between the two groups'(experimental/control) means for each item was significant.

Analysis of Readability and Comprehension

In addition to the procedures described above, an analysis of readability and comprehension was conducted for each of the three "Health Network" units. Results of the analysis are included in Appendix C. Readability and comprehension levels of the materials were determined to be appropriate for the grade levels for which they were designed.

CHAPTER 2. SPECIFIC UNIT FINDINGS: UNIT 4, SPECIAL PEOPLE

TEACHER QUESTIONNAIRE AND INTERVIEW DATA

Using and Implementing Unit 4

Five teachers used Unit 4, Special People, with their classrooms of which four were fourth grade classes and one was a third grade class. (The third grade class did not complete the pre/post-tests and was not part of the student assessment.) Two of the teachers had used institutional materials developed by the American Cancer Society previously, however, neither teacher had used this particular unit with their classes. The amount of time that each teacher spent using this unit in their class ranged from 3½ hours to 13 hours of class instruction. Two teachers reported using the unit for 4½ hours and 6-8 hours of instruction.

When the teachers first began to use the unit, three teachers reported having no problems implementing the unit, while two teachers indicated that they did have problems. One teacher commented that "The master that went with the poster did not reproduce very well." While another teacher indicated that "The directions were not clear as to how to administer the pre-test or how thoroughly I was to explain to my class what this unit was all about. Same goes for student questionnaire at the end of the unit." This teacher indicated that she was able to resolve the problem, "I decided to go with what I thought my class needed. As far as the pre-post tests, I read them to my class and explained the questions as we went."

The amount of time teachers reported needing to prepare to use the unit varied. Two teachers reported needing between 30 minutes to one hour, two teachers indicated they needed between one and three hours, while one teacher reported needing less than 30 minutes each time she used materials from the unit.

Three teachers used Unit 4 as a "stand-alone" unit, while one teacher incorporated it with other health education materials concerning diseases. Another teacher integrated the unit with other classroom materials. Four teachers relied primarily on the teacher's guide activities and the ACS handouts while one teacher developed other activities and materials to accompany the unit such that 60% of her instruction was from Special People and 40% was from other materials. This teacher described in detail during the interview the content of the other activities that she used with her class. This included the following activities:

> Completed other ditto booklets on "My Self," why each student is a special person.
>
> Students wrote an essay about themselves. Most wanted to share it in front of the class.
>
> We did extra activities on smoking. We used 2 other filmstrips we had in school and used other materials from the ACS.
>
> We talked about feelings and emotions. We have feeling characters on the wall. You can still be a special person and still get angry.
>
> Have 2 bulletin boards of self-portraits.
>
> Students wrote name and decorated name.
>
> We have a "We are Special" bulletin board and have essays on bulletin boards, and words that mean we are special: enthusiastic, outstanding, etc.
>
> The "We're special" feeling transferred to class as whole. The class won a clean-up award in school. The class said, "We're special."

While teaching the unit, four teachers indicated that they had no problems implementing the unit while several teachers reported having problems administering the pre-tests and post-tests. During the interviews, three teachers commented that some students had trouble with the pre-tests and post-tests. In at least two classes, the students never had used test forms that had an attitude scale on which they marked strongly agree or strongly disagree. One teacher commented, "The pre- and post-tests were hard for students to understand I read it to them. I needed to explain it as they went. Had to rephrase some questions." Another teacher commented, "I read each statement on the pre- and post-tests. They didn't have trouble understanding. Had they had to read them by themselves they would have had trouble."

Teachers indicated that what they liked best from the unit was the filmstrip and the poster. The teachers' specific comments about what they liked most were:

Filmstrip, ads, collage, poster

Poster, student commercials (they each did a commercial about themselves)

Filmstrip, Special People poster and activity #5

Activities 1, 4, 9, and 11

Filmstrip was very well done. (N = 2)

When asked what they liked least about the unit, the teachers commented:

Activity 7, attitude masks, turned into a party. Nobody took it seriously.

Timeline (N = 2) (Repro Master 3)

I used all the activities except #2, #3, #6, and #7. I was very pleased with all that I used, but I cannot judge the 4 activities that we could not work in.

Teachers were asked to list the handout(s) that they liked most. These included: "Special People Maze" (N = 2), "Coloring Page Special People" (N = 1), "Portrait of a Special Person" (N = 2), and "My Time Line" (N = 1). One teacher indicated liking all handouts. When asked if there were student handouts that they would not use again, one teacher indicated she would not use the coloring page again because it was too detailed and too hard to duplicate while another teacher indicated he would not use the timeline.

All teachers felt the students did appear to enjoy most of the materials and activities that they used. There were no activities listed that teachers felt the students did not enjoy. Three teachers, however, did feel that some of the activities in the teacher's guide were not appropriate. These activities included: Activity 2, Role Playing, (The majority of my class is not mature enough to handle the responsibility and "loose rein" that this activity would involve. Also it would take too many class periods to complete); Activity 9 Time lines (too confusing); Activity 10, Collage (done earlier in school year); and Activity 11, From My Point of View (kids not interested).

When asked, "For which grade(s) do you think this unit, Special People is most appropriate?" two teachers felt third or fourth grade, two other teachers indicated fourth grade, and one teacher felt it was appropriate for grades five through six.

Unit Objectives and Outcomes

Teachers were asked to list the major health objective(s) that they felt this unit addressed. The objectives listed by the teachers are presented below:

> Being yourself
>
> Feeling important, self respect, confidence
>
> Dangers of smoking, good self-image
>
> Independence, individual decisions
>
> Helps students understand that people like them for what they are and NOT to try to be something you're not; in many ways, you are what you think you are; the effects of advertising; how bad health habits effect self-image and how others see you.

Teachers were asked to describe the learning or student objectives that they emphasized while teaching the unit. They reported emphasizing the following objectives:

> I stressed that each child in my class is a unique individual and quite unlike anyone else. I also stressed that each should take care of his mind and body to make sure that he remains healthy. Self-image and its importance was discussed in length also.
>
> Pride in making your own decisions. Values vs. mores.
>
> Individuality, each person is unique and important.

> The student is able to tell why smoking is bad; positive self-image encourages you to take care of yourself; everyone is special.
>
> Being able to say no to peers, advertisements and still having a good image to others.

The teachers were asked, "What do you feel students learn most from the unit?" While one teacher commented that he did not know, the other teachers included the items listed below:

> They began treating each other with compliments and recognized the special characteristics of their classmates. Some students, who at the beginning said they were just ordinary and not special at all, agreed at the end that indeed they were unique and totally special!
>
> To think about themselves individually
>
> To appreciate themselves--their strong points, talents, skills. . . without having to do it to impress others.
>
> Affective learning

All teachers indicated that students did not have any trouble understanding any of the concepts covered in the unit.

Four teachers (80%) indicated that they did observe changes in student attitudes as a result of teaching this health unit. The teachers' comments were:

> Some felt bad about themselves (dumb, ugly) and I feel they think they are special in some ways now.
>
> They seemed to already understand the dangers of smoking, perhaps a few have a better self-concept (image), because of the unit.
>
> They liked themselves better.
>
> Some of this unit was discussed at home and I received feedback.

When asked if they observed changes in student behavior as a result of teaching this health unit, one teacher responded affirmatively. She said the students "were nicer, more considerate, and more complimentary of one another."

Teachers were also asked "To what extent do you feel the unit meets the health and developmental needs of students in your class?" Three teachers felt the unit "very much" met the student needs, while two teachers felt it met the student needs "somewhat." Teachers commented on the particular health and developmental needs that this unit successfully addressed:

> Many of my students had poor self-images. This unit helped to convince some of them that their behavior reflected some of their poor attitudes.
>
> Independent thinking. Feeling of not being the only one who goes through changes.
>
> Emotional needs.
>
> Good self-image; dangers of smoking.
>
> Self-image; peer pressure (smoking).

Teacher Perceptions of Teacher's Guide

Three teachers indicated that they found the teacher's guide for Unit 4 to be "very useful" while two teachers felt it was "of some use." All teachers felt that the content of the guide provided them with enough structure and direction so that they could implement the activities. Four teachers felt that no other additional information needed to be included in the guide while one teacher felt that if the pre- and post-tests are to be administered as part of the unit, directions should be included. One teacher felt that the unit, Special People, needs to be enhanced with other teacher materials. He commented that, "The unit does not have enough in it. Each teacher should decide what to add, what to do with it."

Teacher Overall Perceptions of Unit 4

When asked to rate the experience of having used the unit, Special People, three teachers described the experience as being "very positive" while two felt it was a "somewhat positive" experience. Their reasons for this included:

Very positive.

> Children understood almost all of it.
>
> Well done presentation. Interesting to kids, didn't preach to them. Hard to find that kind of program any more.
>
> My class really got a lot out of it. When we first started, my class didn't feel special. Later, they felt different about themselves. They felt better about themselves.

Somewhat positive.

> It worked well in classroom. Didn't have any problems with it.
>
> I used a lot of my own materials with the unit. I related the unit with other things. I felt you needed to. I wanted more things than what was available in kit. The kit stimulated other ideas which it should do for other teachers.

All teachers felt the students personally benefited from having been exposed to the units that they used. Teacher comments included:

> Many of them said, "I already knew smoking is bad," the unit was good reinforcement.
>
> The ideas about everybody being special was good. They had several good discussions about that. Understood we're all special in different ways, uniqueness. Learned about friendship, sometimes we're harder on ourselves than our friends are.
>
> The students felt better about themselves. Out of 21 students, 5 or 6 didn't feel special, they came from a big family, very few thought they were special. Later, felt better about themselves.
>
> The students were more aware of the reasons people smoke. I think they realized it's okay to be different.
>
> Several students had better self-concepts after the unit. "Sparkle in some of their eyes." We're in a low income area. Gave the students positive reinforcement. Spurred them on.

Four teachers said that they personally benefited from having used the unit. Their comments included:

> Just the addition of materials is beneficial. Easy to do, not much preparation time needed. Easy to teach. Orientation was okay. Much was background material and history. Did not have to do with teaching.
>
> I got to know my students better in a different way. I know more about them than I did before.
>
> Got to know more about the ACS kits.
>
> It gave me some new ideas to use. Putting the term "special" to it added a new dimension in teaching self-concept. The students enjoyed the filmstrips, wish it had been longer. Some thought the commercial was dumb.
>
> It was an interesting unit to teach. Had a good discussion on it. Can't say I benefited from it. I had used some of the units before last year. The units did not preach or scare kids. (Did not benefit.)

All teachers indicated that they would recommend this unit unconditionally to other elementary teachers. In addition, all stated that they would use the unit again with future classes. Two teachers felt the unit was "better than most" other curriculum materials that they used in their classes. Their reasons included "Activities are very fun and motivating" and "Activities are ones in which the students are actually involved." Three teachers felt the unit was "about average" when compared to other curriculum materials. In addition, all teachers felt the unit was "very worthwhile" and should be included in the students' overall curriculum.

The teachers were asked to rate the overall instructional quality of the unit, Special People, and the various components of the unit on a five-point scale with 1 = low instructional quality and 5 = high instructional quality. The filmstrip received the highest average rating of 4.8 and the poster received the lowest of 3.6. It should be noted that the variation in the teachers' ratings was significant. (Two teachers rated the poster a 5.0, one teacher rated it a 4.0 and two teachers rated it a 2.0.) The results are shown in Table 5 below.

TABLE 5. TEACHER RATINGS OF INSTRUCTIONAL QUALITY OF MATERIALS IN UNIT 4

Entire Unit	4.3
Filmstrip/Tape	4.8
Poster	3.6
Activities	4.4
Student Handouts	3.8

The teachers were asked to describe the major strengths of the unit. It should be noted that the teachers felt the unit had more strengths than weaknesses. The teachers' comments included:

Relevant materials and well presented.

Students enjoyed it. Not a hard-nosed message. More "soft sell."

Varied activities, movies, handouts seemed to be at the proper grade level.

Teacher's guide is simple and clear; abundance of material to cover unit. High interest level of material covered.

Since my orientation wasn't real beneficial, the teacher's guide was the major strength that I found. My class loved the activities and found them lots of fun.

Weaknesses noted by the teachers included:

None(N = 2)

Filmstrip should be longer.

Unit should be used with other areas of study as well.

Could go into more activities.

When asked if revisions are needed in the unit, one teacher felt it should be revised while four teachers did not. Changes in the unit which the teacher recommended making included:

Include more role playing suggestions in the teacher's guide.
Liked everything well but the unit didn't have much directed toward health and the body.
The concept "when you have a better self-image you take care of yourself better" maybe should be emphasized more.
Need more content/activities on taking care of yourself physically.

The other teachers who felt no revisions were needed stated:

Not really, it's right up to date. No dating to unit at all.

It's satisfactory as it is. Kids liked it because other kids were in it. Kids liked it a lot.

It's fine as it stands.

Other comments teachers had concerning the unit in general included:

Really enjoyed using the materials. I was happy to use the materials that the students liked so much and I will use them again.

STUDENT ASSESSMENT FINDINGS

Pre-Test/Post-Test Analysis of Unit 4

Four experimental group classes and five control classes took the pre- and post-tests designed for Unit 4. There were 91 students in the experimental group and 109 in the control group. Fifty-five percent of the students were boys (N = 111) and 45% were girls (N = 89).

The pre-test and post-test for Unit 4 consisted of a 30-item,five-point (Likert) attitude scale with an internal consistency reliability of .79 (Cronbach Alpha). The post-test means (total score on scale) for the experimental group was 122.35 while the control group's was 110.65.

ANCOVA (analysis of covariance) with the pre-test as the covariate was used to assess whether the experimental group experienced a change in attitude as a result of having been exposed to Unit 4, Special People. The ANCOVA summary table reported in Table 6, indicates that the treatment effect is significant and that the students who were in the experimental group experienced changes in attitude that were significant when compared to students who were in the control group.

TABLE 6. SUMMARY OF ANCOVA FOR UNIT 4

Source of Variation	Sum of Squares	df	Mean Squares	F	Level of Significance
Covariate (pre-test)	16800.36	1	16800.36	150.2	.001
Main Effects (Treatment)	4572.15	1	4572.15	40.89	.001*
Explained	21372.52	2	10686.26	95.54	.001
Residual	22034.35	197	111.85		
Total	43406.87	199			

*Significance level $<$ .001 for treatment effects.

In order to better understand the changes in attitude that the students who had used Special People experienced, an item by item analysis was conducted to test for differences between mean item change scores using a t-test. Of the 30 items, five items were found to be statistically significant at the .01 level while eight items were significant at the .05 level.

The items developed for this attitude test were designed to measure several content areas which specifically related to the unit. These content areas, the number of items in each area, and the number of items that showed significant changes in student attitudes are reported below in Table 7.

TABLE 7. ITEM CONTENT AREAS ASSESSED BY UNIT 4 PRE/POST-TESTS

Item Content Area	Number of Items	Number of Significant Items
1. Causes of a positive self-image	5	4
2. Consequences of a positive self-image	4	0
3. Causes of a poor self-image	4	3
4. Consequences of a poor self-image	8	4
5. General self-image	4	1
6. Influences of commercials	5	1

From Table 7, we see that the students' changes in attitudes occurred in their better understanding of what causes a positive self-image, what causes a negative self-image, and the consequences of a poor self-image. A listing of the 30 items in Unit 4's attitude scale by the content area assessed with the item's t-value and its level of significance is reported here.

Unit 4 Item Breakdown by Content Area and t-test Results

A. Causes of a positive self-image	t-value	Significance Level
Item 1. I know I am a special person.	3.76	.000**
Item 6. Every person is special in special ways.	2.43	.016*

**Significance level $<$ .01. *Significance level $<$ .05.

		t-value	Significance Level
Item 11.	People who like themselves, feel good about themselves	2.38	.018*
Item 13.	As long as you like yourself, it's alright to make mistakes.	2.53	.012*
Item 15.	If a person feels good about himself, he will be good to himself.	1.26	.210
B.	Consequences of a positive self-image		
Item 3.	If a person is happy with himself, he will have a good self-image.	1.42	.157
Item 8.	People with good feelings about themselves have more confidence in what they can do.	1.17	.242
Item 23.	If you like yourself you will take good care of yourself.	1.91	.057
Item 24.	People who feel good about themselves worry less about what others think about them.	1.37	.173
C.	Causes of a poor self image		
Item 4.	Past mistakes often make people have bad feelings about themselves.	-1.31	.191
Item 5.	A person who feels bad about himself, may be too hard on himself.	2.39	.018*
Item 9.	If a person doesn't like himself, he will have a poor self-image.	2.36	.019*
Item 16.	If a person doesn't like the way he looks, he can have a poor self-image.	2.78	.006**
D.	Consequences of a poor self-image		
Item 10.	People who have poor self-images are influenced more by their friends.	-.74	.459
Item 12.	Teenagers who smoke have poor self-images	-.50	.615
Item 17.	Teenagers who feel bad about themselves will do things that are harmful and dangerous to themselves.	1.39	.166
Item 18.	People who feel bad about themselves think their friends will laugh at them if they make a mistake.	2.90	.004**
Item 19.	Teenagers smoke to try to change other people's image of them.	2.39	.018*

**Significance level < .01.

*Significance level < .05.

	t-value	Significance Level
Item 20. Teenagers who smoke do not feel very confident about themselves.	1.17	.243
Item 21. Teenagers smoke to try to change their image of themselves.	2.78	.006**
Item 22. People with a poor self-image will tend to smoke more than people who have a good self-image.	1.96	.052*
E. General self-image items		
Item 2. Teenagers sometimes feel that they need to be a "star" or the "best" in order to be popular.	.12	.902
Item 7. How you feel about yourself will influence what decisions you make.	2.27	.024*
Item 14. Our friends are often more accepting of our failures than we are.	.57	.570
Item 25. How you feel about yourself will influence how well you do in school.	1.37	.173
F. Influences of commercials		
Item 26. Commercials influence choices we make as buyers.	1.48	.140
Item 27. Advertisements try to make you buy the product.	1.13	.258
Item 28. Commercials influence the way we feel and think.	.06	.954
Item 29. Commercials have hidden appeals for buyers.	1.80	.074
Item 30. Commercials sometimes appeal to people's desire to be rich and famous.	2.76	.006**

In summary, the pre- and post-test measurement for Unit 4 appears to be a reliable and sensitive instrument. Students who used Unit 4, Special People, in the class did experience greater changes in attitudes than those students in the control classes. Interestingly, the scale item found to be the most significant was "I am a special person," which in essence was the major theme of the unit.

**Significance level $< .01$.

*Significance level $< .05$.

CHAPTER 3. SPECIFIC UNIT FINDINGS: UNIT 5, HEALTH NEWS

TEACHER QUESTIONNAIRE AND INTERVIEW DATA

Using and Implementing Unit 5

Six teachers used Unit 5, Health News, with their classrooms; five classrooms consisted of fifth grade students while one classroom was a multi-grade fifth and sixth grade class. One of the teachers reported having used ACS instructional materials in the classroom, however, he had not previously used Unit 5, Health News. The amount of instructional time that the teachers spent on the unit ranged from two hours, 10 minutes to 20 hours, with other teachers spending three hours, 15 minutes; three and one-half hours; four hours, 20 minutes; and eight hours of classroom time.

When first beginning to prepare to use the materials, none of the teachers experienced any implementation problems. Three teachers reported needing between 30 minutes to one hour to prepare to use the materials, while two teachers indicated they needed less than 30 minutes, and one teacher reported needing between one and three hours to prepare.

Four teachers used the unit as a "stand-alone" unit of instruction, while two teachers incorporated the unit with other classroom materials which included other films and a chapter from their science book on the respiratory system. While teaching the unit, four teachers relied primarily on the unit's materials while the two other teachers used an additional 10% and 20% of their own instructional materials.

While teaching the unit, only one teacher experienced any implementation problems. This teacher commented that there was not enough time to fit all the activities into her schedule, "This block of time has had short weeks plus Christmas program practice."

Of the activities that the teachers used from the teacher's guide and the other materials included in the unit, the teachers listed liking the following aspects the most:

Filmstrip and poster

The activity of graphing pulse rate before and after exercise

Color worksheets, filmstrip, poster, Health News crossword puzzle

Repro-masters

Activity 5: Lab Book, this includes repro-masters 1-3 and 7-10

The filmstrip was really good and the students enjoyed seeing it.

The teachers reported liking the following activities of the unit the least:

None in particular, but the filmstrip moves too quickly for them to grasp many of the terms.

The filmstrip

My students had a little difficulty with the (word) puzzle and I gave them words to choose from to help with figuring it out.

Hidden word activity (N = 2)

Those activities that required several materials or took longer than 20 minutes to teach.

There were none, the repro-master sheets were all enjoyable.

When asked specifically what handouts they liked the most, the teachers reported liking:

Masters 3, 7, 8, 9

Coloring activities masters 1 and 2--My class really enjoyed them.

Diagram of respiratory system (Master 2) because it helps the students see what the lungs look like.

Breathing rates (N = 2) (Master 7); graphing pulse (Master 8), the kids really enjoyed seeing how long it took the pulse to return to normal.

One teacher reported she would not use the newspaper, "Healthy Times" (Master 10). "The information was good but it was difficult to make clean copies."

All teachers indicated that the students appeared to enjoy most of the activities and materials that they used. One teacher felt that the students did not like the color sheets too well, although she thought that it helped them to identify body parts. Three teachers felt that some of the activities were not appropriate for use in the classroom and decided not to use. All three teachers gave the same reason that there was not enough time to incorporate the activities in class. These activities were:

Teacher 1: Activities 4, 6, 12, 13, 15 and 16

Teacher 2: Lung activity

Teacher 3: Activities 6, 10 and 12

All teachers were in complete agreement that the unit, Health News, was most appropriate for fifth grade students.

Unit Objectives and Outcomes

Teachers were asked to list the major health objectives that they felt this unit addressed. These objectives are listed below:

Respiration, smoking and drugs

To identify the functions of the respiratory system; to demonstrate the importance of breathing in clean air; and to reinforce anti-smoking values.

The danger of smoking

Importance of breathing fresh, clean air; role of advertisers to influence persons to smoke; and dangers of smoking

To help the students understand the function of the respiratory system and the importance of breathing clean air.

The kids picked up on the problems of smoking more than anything.

Teachers were also asked to describe the learning and student objectives that they emphasized while teaching the unit. These included:

Anatomy

Preventive health measures are important.

How smoking may increase the chances of heart and lung diseases

Lungs supply oxygen for body's need and removes wastes such as carbon dioxide; respiratory system includes several parts; and cigarette smoking causes damage to the respiratory system.

The students are to understand the path of oxygen and the importance of clean air.

The breathing process (plus vocabulary); exercise and its benefits, and harmfulness of smoking.

Teachers were asked to assess what they felt students learned most from the unit, Health News. Their perceptions are listed below:

Relationship between smoking and breathing

That smoking is harmful to their health

The function of the respiratory system

Respiratory parts; oxygen-carbon dioxide exchange; and harmful aspects of smoking.

They learn the parts of the respiratory system and their job, and also the importance of not smoking and the damage it does.

Five teachers indicated that the students did not have difficulty understanding any of the concepts in the unit. One teacher, however, felt that the students had difficulty understanding the respiratory system, its components and how to measure lung disease.

Four teachers reported observing changes in student attitudes as a result of teaching this health unit. Their comments included:

More of an awareness of the dangers of smoking to one's health

Increased their awareness in the hazards of smoking.

Increased awareness of interrelationship of body organs to healthy lifestyle.

Students said they didn't want to smoke and make their lungs dirty.

None of the teachers reported any changes in students' behavior as a result of teaching the unit.

When asked, "To what extent do you feel the unit meets the health and developmental needs of students in your class?", three teachers responded "Very much," and two teachers indicated "somewhat," and one teacher responded "a little." The student health and developmental needs that the teachers felt this unit successfully addressed are listed below:

Students are more aware at least in terms of what smoking does to you.

It does a good job of meeting its stated and applied goals to the extent it increases students' awareness of the role of respiration in total body health. The correlation between family environment and smoking one of the best things about it. They find out more about repiration and how it works and how it relates to those in the family who are smoking.

The major health issue, smoking

They (the students) need to realize it is their choice not to smoke and why they should make the choice not to.

What they learned the most is that smoking is harmful; exercising and graphing pulse rate; why exercise is important even if you eat properly.

Teacher Perceptions of Teacher's Guide

Three teachers felt that the teacher's guide was "very useful" while three teachers felt that it was "of some use." Four teachers felt that the guide provided enough structure and direction so that they could implement the activities while two teachers felt that the amount of structure varied across activities. Both teachers felt that there was not enough background information included in the teacher's guide. In particular, more information for teachers about the respiratory system was needed. One teacher felt that sample pamphlets with the kit should be included to use for activities or for display. The other teacher recommended that this unit should supplement a regular health unit on respiratory system.

Teacher Overall Perceptions of Unit 5

Very positive.

The students enjoyed it. Good learning on respiration. The unit went well with our materials.

The kids really enjoyed it and were interested in it. My only complaint is that we couldn't start it early in the year. Would have incorporated more activities with it if it had occurred earlier.

Students completed the activities at their own pace. (Used unit as book unit.) Integrated it with other materials.

Somewhat positive.

> Found it easy to teach and my students enjoyed it.
>
> Hard to tell. It was the group I had this year. Very immature. There were activities I couldn't do because they couldn't handle it behaviorwise.
>
> Definitely positive. It was a good program to compare to other programs around. Generally this is a good program but not a super program.

All teachers felt that the students personally benefited from having been exposed to the unit. Their comments from the interview included:

> Mainly because they hadn't had the information presented in that manner or structure before. Other health materials are not as intense. Can see relationship better between smoking, respiration and general health.
>
> More aware at least in terms of what smoking does to you, unit increased their awareness.
>
> Knowing/learning how the respiratory system works
>
> Looking over the pre-/post-tests, most gained from unit. A lot got 6, 7, and 8 more on post-test. They learned it a lot by pictures, reinforcement of materials.
>
> Most of the ideas students were aware of, the unit refreshed it in their minds; talked about parents who smoke; most seemed interested about health in general, exercise too.
>
> Very much. It sort of fit right in with the science text. If they can see something and practice it, it has more meaning. That's the way I saw these materials. Very practical.

Three teachers felt that they personally benefited from the experience of having used the units with their class. Their comments included:

> More so than from the class I took last summer and from the knowledge that there are sponsoring organizations like the ACS. It was a learning experience for me.
>
> Since I'm a smoker, I'm more aware of how it affected my body, the dangers are presented in this unit. The unit helped me realize that I needed to quit.
>
> It brought the material to life more than I do. It was more than facts. More real through the activities. I benefited since it showed me new activities I could use.

Five teachers indicated they would recommend unconditionally the unit, Health News, to other elementary school teachers. One teacher, however, indicated she would recommend the unit with some reservations. It would "depend on who's going to use the unit and the type of class that they have."

Four teachers said that they would use the unit again while two teachers were uncertain if they would. One teacher who was uncertain felt more background information on the respiratory system should be included in the teacher's guide. Compared to other curriculum materials, four teachers felt that the unit was "average," while two felt it was "better than most." Their reasons for why it was better included:

The unit's organization

More activities are given for students

The filmstrip was great!

The teachers were asked to rate the worth of this unit in the students' overall curriculum. Four teachers felt the unit was very worthwhile and should be included in the curriculum, while two teachers felt the unit has some value, but, should only be used if there is time to teach.

Teachers were asked to rate the instructional quality of the unit and the components of the unit on a five-point scale with 1 = low instructional quality and 5 = high instructional quality. The overall average ratings across the unit's component appears to be fairly consistent; individual responses, however, showed greater variation. The findings are presented in Table 8.

TABLE 8. TEACHER RATINGS OF INSTRUCTIONAL QUALITY OF MATERIALS IN UNIT 5

Entire Unit	4.0
Filmstrip/Tape	4.16
Poster	4.0
Activities	4.0
Student Handouts	4.0

Teachers made specific comments while rating the various aspects of this unit. One teacher who rated the filmstrip a "3" did so because "the tape moves too fast. Children, who speak in the film, speak too fast. A lot of terms (e.g. alveoli) students can't keep up with. The students did love the commercial where they took a break." Another teacher commented, "The students couldn't grasp all that there was in the filmstrip." Another teacher suggested that the teacher's guide include the recommendation to show the filmstrip to the students twice since it moves so fast.

When asked to describe the major strengths of the unit, the teachers listed the following:

> Student activities are good; they enjoyed things they can actively participate in.
>
> The strengths are in the filmstrip and the handouts. The filmstrip gets their attention and the handouts make learning fun.
>
> The major strengths are the variety of activities available to use, easy readability, a procedural guideline, and student involvement with the activities.
>
> Supplemental materials
>
> Trying to provide activities that children would enjoy and learn from.
>
> AV/Repro-masters

When asked to list the major weaknesses of the unit, the teachers offered the following responses:

> Filmstrip is excellent, but it moves too quickly. I really felt like I should have shown it again.
>
> The filmstrip was informational but seemed silly to this group. Overall they liked it, but laughed at what I didn't think was funny.
>
> The unit needs to have more background information available for the teacher and students upon beginning of instruction. It could be in the form of another introductory filmstrip, explaining in broader detail what the respiratory system is, and its makeup.
>
> Currently I am teaching science. Had this program come in the spring, it could be supplemental with regular health programs.
>
> No response (N = 2)

Four teachers felt the unit needed to be revised. Changes that they recommended making included:

> Do the filmstrip over at s slower pace. Since the filmstrip is the introduction, it should be easier to understand. (N = 3)
>
> Felt the filmstrip went a little too fast. Jumped from one thing to another.
>
> Include more background information on repiratory system in teacher's guide.
>
> Newspaper handout (Repro 10), the print is too small to reproduce.
>
> Change handouts dealing with coloring the respiratory system (Repro 1 & 2). They should color the entire system and not just the lung.

The two teachers who did not feel the unit needs to be revised had the following comments:

> To the extent it's possible to know what the individual school's problems are, the unit is adaptable and can fit into many other schools with different learning styles. I showed the filmstrip 4 times to my class. It's my general practice to show a filmstrip twice but since this is an average to low average class it takes more time to get things across to them.
>
> Don't think so. (need to revise) The crossword puzzle (Repro 4) was a little difficult when the students didn't know all the words. Showed the filmstrip twice. First time it seemed fast. The second time the students picked up on the ideas better. I suggest that the filmstrip should be shown twice, the second time for reinforcement.

Other comments made by the teachers included:

> Using the materials was a very enjoyable experience.
>
> The orientation was o.k. The going over of materials was a waste of time. We were old teachers and knew how to go over new teaching materials for 3-4 hours. It was an injustice to us. We would have done a better job if we had done it ourself and in a shorter period of time.
>
> Students had a good deal of trouble with pre-test and the vocabulary. On the post-tests there was less trouble, they were better able to cope with it.
>
> Tried not to intervene with helping kids read pre- and post-tests. Helped the one special education child. Would suggest in future to do the testing early or later in year but not in November.
>
> Students had trouble with words on pre-test. Needed to read sentences.
>
> Students had trouble with pre/post-tests because they were low-ability students. Don't know how well they did with that.
>
> Students had trouble with pre/post-tests. They had so many questions on the pre-test. First time they ever had a pre-test like that. The reading level was ok for post-test since they became familiar with vocabulary in the unit.
>
> Students had no trouble with pre-tests and post-tests (5th/6th grade class).

STUDENT ASSESSMENT FINDINGS

Pre-Test/Post-Test Analysis of Unit 5

Six experimental group classes and three control classes took the pre- and post-tests developed for Unit 5. There were 117 students in the experimental group and 59 students in the control group. Of these, 52% (N = 92) were boys and 48% (N = 84) were girls.

The pre-test and post-test for Unit 5 consisted of 30 cognitive items of which 20 were multiple choice and 10 were true/false statements. This instrument had a reliability of .70 (Kuder-Richardson). The group means for the pre-tests and post-tests and the standard deviations are reported in Table 9.

TABLE 9. UNIT 5 PRE-TEST/POST-TEST GROUP MEANS AND STANDARD DEVIATION

	Pre-test		Post-test	
	Mean	Standard Deviation	Mean	Standard Deviation
Experimental group	17.29	3.86	21.03	4.58
Control group	17.97	3.16	18.37	3.37

ANCOVA (analysis of covariance), with the pre-test as the covariate, was used to assess whether the experimental group experienced a gain in knowledge about the respiratory system as a result of being exposed to Unit 5, Health News. The ANCOVA summary table reported in Table 10 reveals that the treatment effect is significant and that the students in the experimental group learned more about the respiratory system than those students who were in the control group. We infer that exposure to the instructional unit, Health News, was in part responsible for that gain in knowledge.

TABLE 10. SUMMARY OF ANCOVA FOR UNIT 5

Source of Variation	Sum of Squares	df	Mean Squares	F	Level of Significance
Covariate (pre-test)	1416.87	1	1416.87	158.13	.001
Main Effects (Treatment)	399.75	1	399.75	44.75	.001*
Explained	1816.63	1	908.31	101.37	.001
Residual	1550.10	173	8.96		
Total	3366.73	175	19.24		

*Significance level < .001 for treatment effects.

CHAPTER 4. SPECIFIC UNIT FINDINGS: UNIT 6, *STARGA'S WORLD*

TEACHER QUESTIONNAIRE AND INTERVIEW DATA

Using and Implementing Unit 6

Two teachers used Unit 6, *Starga's World*, with their classes. One classroom consisted of fifth graders while the other classroom was multi-grade of fifth and sixth grade students. One teacher indicated that he had used the unit with former classes while the other teacher had never used any instructional materials developed by the American Cancer Society. One teacher spent two hours of classroom time on the unit while the other teacher spent four and one-half hours of instructional time.

When first beginning to use the unit, *Starga's World*, neither teacher experienced any implementation problems. One teacher indicated he needed less than 30 minutes to prepare to teach the unit while the other teacher needed between 30 minutes to one hour of preparation time. While both teachers used the unit primarily as a "stand-alone" unit, one teacher relied primarily on the materials developed by the ACS, but the other teacher used the ACS materials plus an additional 30% of materials that were not part of the unit.

When teaching the unit, neither instructor experienced any implementation problems. When asked to indicate what activities or components of the unit that they liked most, they named the game and filmstrip, and the role playing activity because "it helped encourage participation in health related discussions." The activities that they named liking least were the choosing the value worksheets (Repro 1 & 2), and "Take a Stand," issues for debate (activity 12) "because it was too time consuming." The repro-masters that they liked most were Kelly's decision and Steve's decision (Repro 3 & 4). Both teachers indicated that there were no student handouts that they would not use again.

Both teachers felt that the students appeared to enjoy most of the activities and materials that they used. They felt there were no activities that the students did not enjoy. When asked, "For which grade(s) do you think this unit is most appropriate?", one teacher felt it was most appropriate for fifth or sixth grade classes, while the other teacher felt it was appropriate for sixth grade or above.

Unit Objectives and Outcomes

When asked to describe the major health objectives that they felt the unit addressed, the teachers listed the following objectives:

Decision making or cigarette smoking and emergency situations

No two persons' values are the same.

When asked to describe what learning or student objectives that they emphasized while the unit was taught, the teachers listed the following objectives:

To examine reasons why to smoke and not to smoke.

People have different values and individual choices.

One teacher felt what students learn most from the unit is that each person must choose the values that he/she would like to follow. The other teacher felt the students gained affective learning. Both teachers indicated that the students experienced difficulty in understanding what a value is.

One teacher observed changes in the students' attitudes as a result of teaching this unit. He felt the unit affected their attitude on smoking. Neither teacher, however, noticed any changes in student behavior as a result of using this unit with the class. Both teachers felt that the unit, Starga's World, "somewhat" met the health and developmental needs of the students in their class. They felt the unit addressed the following student needs: (1) freedom of choice, and (2) their awareness of smoking, the effects and after-effects.

Teacher Perceptions of Teacher's Guide

Both teachers felt that the teacher's guide was of some use. One teacher felt that content of the guide provided enough structure and direction so that he could implement the activities while the other teacher did not and felt that the amount of structure varied across the activities. Neither teacher felt that additional information should be added to the teacher's guide. One teacher noted that it should be recommended that this unit should supplement regular health units on this topic.

Teacher Overall Perceptions of Unit 6

Both teachers noted the experience of having used the ACS instructional materials as a "somewhat positive" experience. The reasons that they gave were:

> It had its ups and downs. Some of the materials students could understand while some of it they could not. For example, on Repro 2, the students couldn't understand what a value is.
>
> Found it easy to teach and my students enjoyed it.

Both teachers felt that the students benefited from having been exposed to the unit, Starga's World. One teacher indicated that students benefited from the exposure to values and understood right from wrong. The other class became more aware of the hazards of smoking and that smoking causes cancer. The students in this class enjoyed a guest lecture, the county representative from the ACS, who came in to talk about smoking. The students also enjoyed conducting an interview with a smoker. Most students did the interview with their fathers. Out of 34 students, 26 fathers smoked.

When asked if they personally benefited from using the unit, both teachers were affirmative. One teacher had used "Health Network" units before and found the materials to be very helpful. The first time he used the units he benefited more than this past time. He has used all three units (Special People, Health News, and Starga's World) with his sixth grade class and liked all of them.

He felt all three units could be used by grades four, five, and six. The other teacher indicated that he benefited from using the units (he also used Health News). Since he is a smoker, using Units 5 and 6 helped him realize that he needs to quit smoking.

Both teachers indicated that they would recommend unconditionally the unit, Starga's World, to other elementary school teachers and that they would use the unit again with other classes. One teacher rated the unit as being "very worthwhile" in the students' overall curriculum while the other teacher indicated it has "some value" and should only be taught if there is enough time. In addition, both teachers felt that compared to other curricula that they use in their classrooms this unit was "about average."

The teachers were asked to rate the overall instructional quality of Starga's World on a five-point scale where 1 = low instructional quality and five = high instructional quality. Both teachers gave the game a 5.00 rating while the filmstrip and student handouts received 4.5 ratings. The overall ratings of the teachers are presented in Table 11 below.

TABLE 11. TEACHER RATINGS OF INSTRUCTIONAL QUALITY OF MATERIALS IN UNIT 6

Entire Unit	4.0
Filmstrip/Tape	4.5
Poster (Game)	5.0
Activities	4.0
Student Handouts	4.5

One teacher stated that he personally felt values are something that you cannot teach. "People need to make decisions about their own values and that it wasn't appropriate to include values in the unit although it was still a good unit." He felt that "values" should be changed to something different. The other teacher felt that the filmstrip was easy to understand and does not need to be updated. His students related to it very well. His students loved the game and they still play it in their spare time.

Teachers were asked to list the major strengths and major weaknesses of the unit. The major strengths described were:

> The unit is good supplemental material.
>
> It helps students to recognize points on making decisions and values. Why not to smoke.

Neither teacher described any major weakness in the unit, however, one teacher felt that it should be revised. This teacher felt that there is more need for specific content about smoking in the unit, (e.g. advantages/disadvantages of smoking). He commented, "They don't dwell on smoking very much. The unit should focus more on smoking and the dangers." (It should be noted that the teacher who felt the unit did need to be revised had used both Units 5 and 6 with his class.)

Both teachers indicated that the students did not have trouble with the pre-tests and post-tests. Other comments that the teachers made were:

> I felt this unit was very helpful and useful in my classroom. While students had no trouble with the evaluation forms they did have trouble listing their values on (Repro-master 1). The unit was real worthwhile to teach. Where I feel I benefited the most was by having the man from the ACS come in and talk about smoking and reasons not to smoke as an introduction to the unit.

STUDENT ASSESSMENT FINDINGS

Pre-Test/Post-Test Analysis of Unit 6

Two experimental group classes and two control classes took the pre/post-tests designed for Unit 6, Starga's World. There were 56 students in the experimental classes and 42 students in the control classes. Of these, 52% were girls (N = 51) and 48% were boys (N = 47).

The pre/post-test for Unit 6 consisted of an 18-item Likert attitude scale with an internal consistency reliability of .36 (Cronbach Alpha). In addition, the test included a 10-part item to assess the process of decision making.

Because of the low reliability of the scale, no ANCOVA is reported. The low reliability of the instrument could be due to the lack of homogeneity between the items. An item by item analysis using a t-test to test for significance between mean item change scores was calculated. This was to determine if some changes in attitude/knowledge occurred as measured by specific items. From this analysis, out of the 18 items, only one item was statistically significant at the .05 level—Item 1: "Every person has different values." The items developed for Unit 6 were attempting to measure the students' understanding of (1) what is a value, (2) the decision-making process, (3) consequences of decision making, and (4) deciding whether to smoke.

The pre/post-test t-test values for each item in its respective content area are reported here.

Unit 6 Item Breakdown by Content Area and t-test Results

A. Understanding what is a value		t-value	Significance Level
Item 1.	Every person has different values.	2.11	.037*
Item 2.	If you value something, it's not important to you.	-1.01	.316
Item 6.	We value those things that are important to us.	1.11	.270
Item 14.	A value is something you prize, cherish or esteem.	1.61	.111
Item 18.	Each person values the same thing.	.10	.922
B. Decision-making process			
Item 5.	Decision making requires collecting and using information.	.41	.681
Item 7.	Decisions should be well thought out.	.84	.402
Item 9.	Before you can make a decision, you need at least two choices.	-.43	.669

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*Significance level $<$ .05

	t-value	Significance Level
Item 10. Decision making and understanding your values go hand-in-hand.	.20	.845
Item 12. You should not think about your values when making a decision.	-.40	.691
Item 13. It's important to think about what will happen after you make a decision.	1.44	.155
C. Consequences of decision making		
Item 4. A person who takes the time to make decision has more control over her life.	.49	.625
Item 15. Decision making gives you no control over your life.	1.77	.080
Item 16. People who eat junk food without thinking are poor decision makers.	1.03	.307
D. Deciding whether to smoke		
Item 3. People who don't smoke value good health.	.88	.383
Item 11. If people were to spend time deciding if they should smoke, many would decide not to smoke.	1.41	.161
Item 17. Most people don't decide to smoke, they just start smoking.	-.19	.850

Also on the pre/post-tests, students were given two story problems, each with five decision steps. The directions read, "Each of the following are steps used to make a decision. The steps are out of order. Can you put them in the right order?" Problem 1 dealt with buying a bike. The decision steps in the correct order are:

Step 1. Mary wants a bicycle.
Step 2. She decided it must be yellow.
Step 3. She doesn't know what size she needs.
Step 4. She goes to a bicycle shop to ask questions.
Step 5. She decides to buy a yellow 3-speed bike.

The students' responses to the following steps by experimental group (pre/post-test) and control group (pre/post-test) are presented by the percentage correct.

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
Step 1	18%	23%	21%	16%
Step 2	23%	29%	26%	12%
Step 3	41%	39%	52%	21%
Step 4	100%	100%	98%	93%
Step 5	82%	80%	79%	71%

Problem 2 dealt with the decision-making process. The decision steps in the correct order are:

Step 1. I have a decision to make.
Step 2. I need to collect information.
Step 3. I need to know what's important to me.
Step 4. I think about what may happen if I decide one way or another.
Step 5. I make my decision.

The students' responses to the following steps by experimental and control group are presented by the percentage correct.

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
Step 1	32%	52%	50%	36%
Step 2	75%	79%	67%	62%
Step 3	41%	48%	50%	48%
Step 4	50%	55%	48%	52%
Step 5	80%	75%	67%	76%

The two story problems were designed with the assumption that a decision-making process was taught in Unit 6, Starga's World. From the results of both the 18-item attitude scale and the two story problems, students did not learn about a decision-making process. Unit 6, Starga's World, does not appear to teach a decision-making process. The question then remains,"What does Unit 6 teach, if it does not seem to teach what was measured by the unit's pre/post-tests?"

CHAPTER 5. SUMMARY OF FINDINGS

TEACHER PERCEPTIONS OF SUMMER ORIENTATION SESSION

All teachers participating in the evaluation of the units met for a one-half day orientation session. Teachers who were to teach "An Early Start to Good Health" and "Health Network" attended the same orientation session. The results presented here are from the 12 teachers who used "Health Network" units.

Some of the teachers who used Unit 5, felt the orientation adequately prepared them, while most teachers felt the orientation prepared them to some extent. These results are shown in Table 12.

TABLE 12. TEACHER PERCEPTIONS OF HOW WELL ORIENTATION PREPARED THEM BY UNIT

	Unit 4	Unit 5	Unit 6	Total
Adequately prepared me		3		3
Prepared me to some extent	4	2	2	8
Did not prepare me at all	1	1		2

What the teachers indicated that they liked most and liked least about the orientation is described below by unit:

Unit 4, Special People

Liked Most About Orientation	Liked Least About Orientation
We received our materials right away. Previewing the movies Concise and to the point Getting the materials and addresses to get other ACS materials Nothing	Rather childish way the units were presented as if we can't read It was not well organized and when I left, I really didn't know what I was doing, and it was really hot in that room. Did not talk specifically about unit I was using. Did not get to preview my movie. The time of the year wasn't conducive to school activities. I felt it was a waste of time to go through an entire filmstrip.

Unit 5, Health News

Liked Most About Orientation

Being able to look at the units first hand.
Receiving the units
Provided background information on parts of the unit and how to use them.
We got a preview of the materials.
I learned a lot about ACS, but I really had to review the materials in the fall by the time I used them.
Nothing

Liked Least About Orientation

Too long (N = 2)
Not interesting
It could have been divided into K-3 and 4-6 and done faster.
Everything, teachers are professionals and should be treated with respect.

Unit 6, Starga's World

Receiving the unit
No response

Too long
Boring

The teachers were also asked if there was other additional information that would have been useful to them that should have been included at the orientation. Only one teacher felt other information should have been included. He stated:

> So as to not change the results of these tests, I was unsure of how much I was to say about cancer and smoking. I did not want to sway the pre- or post-tests in any way. I would have liked more initial information on this.

All teachers, except one, felt that other teachers can use the materials without having an orientation. They commented that all the material is self-explanatory and that there is no need to have that personal contact and presentation. Two teachers commented about the clarity of the teacher's guide.

> The guide is easily readable with guidelines and procedures spelled out. It isn't hard to follow.

> I didn't learn anything at the meeting (orientation) that helped me with this unit.

From the teachers' comments about the orientation, it appears that not all units were equally covered, that teachers who were to teach "An Early Start to Good Health" sat through the discussion of the "Health Network" units and vice versa, and that in many cases the teacher's guide for a unit was read to the teachers. It appears that the orientation could have been more effective if the teacher group, as suggested by several teachers, had been divided into those using "An Early Start to Good Health" and those using "Health Network." From an evaluation standpoint, it would have been helpful if the teachers had decided at the orientation which unit or unit(s) they planned to use so that unit(s) which had little teacher interest (e.g. Starga's World) could have been assigned to more classes.

While an orientation meeting was needed for this evaluation study, the question remains whether teacher orientations about the ACS instructional kits are needed. The findings reveal that more or little teacher training is needed for teachers to use the materials. As opposed to training sessions, the orientations about the kits should be geared toward introducing the kits to the teachers, discussing their uses and finally motivating teachers to use them in their classes.

SUMMARY OF FINDINGS BY UNIT

Summary of Unit 4

Both teachers and students had positive feelings toward Unit 4, Special People. All teachers indicated that they would recommend this unit unconditionally to other teachers while 97% (N = 92) of the students who completed the student questionnaire also felt that other classes would like the unit. All teachers felt that the students personally benefited from having been exposed to the unit. Most observed changes in students' attitudes as a result of teaching the unit. Changes in the students' attitudes were also observed from the results of the attitudinal scale developed for this unit. The students were exposed to the ideas about everybody being special in different ways.

Most teachers felt that the unit did not need to be revised while one teacher felt other activities could be added to the teacher's guide. The filmstrip/tape was rated a 4.8 (on a five-point scale with 5 = high instructional quality); the activities in the teacher's guide 4.4; while the student handouts and poster were rated 3.8 and 3.6 respectively.

Summary of Unit 5

Of the three units in "Health Network," Unit 5 was the richest in terms of instructional content that dealt with understanding the respiratory system. All teachers felt that the students personally benefited from being exposed to the unit. In addition, most teachers (80%) stated that they observed changes in students' attitudes as a result of teaching the health unit. The students' results on the unit's pre/post-tests confirm that the students did increase their knowledge and understanding of the respiratory system.

Five teachers (80%) indicated they would recommend the unit unconditionally to other elementary school teachers, while only four teachers were certain that they would use the unit again. One teacher who was uncertain felt more information about the respiratory system should be included in the teacher's guide. The teachers felt that the unit's strengths were in the student activities and the filmstrip. The filmstrip, however, many teachers felt needed to be revised because of its fast pace. Teachers felt the filmstrip moved too quickly for students to understand the content. On a five-point scale with 5 = high instructional quality, the unit as a whole—the poster, activities and student handouts—was given a 4.0 average rating, while the filmstrip was rated 4.16.

While 80% of the students felt students in other classes would like the unit, many students reported having trouble understanding various aspects of the respiratory system and the function of different body parts. This lack of understanding may have been due to the lack of sufficient background material about the respiratory system for the teachers to use to better explain the content of the unit. In addition, most teachers reported needing to have shown the filmstrip at least twice to help students understand the content.

Summary of Unit 6

While both teachers expressed positive comments about Unit 6, Starga's World, both felt something was lacking. One teacher felt more content needed to be included about smoking while the other teacher felt the teaching of values was not appropriate. The unit's pre/post-test measure also revealed that we do not know whether students learned anything from the unit. This may have been because the unit's pre/post-test instrument was not sensitive enough to measure the relevant content learned or because there just was not a great deal of instructional content found in Unit 6.

Both teachers felt the students benefited from having been exposed to the unit. One teacher felt the students especially benefited from having conducted an interview with a smoker. When asked to rate the aspects of the unit on a five-point scale with 5 = high instructional quality, the game that accompanied Starga's World received a 5.0. The filmstrip/tape and student handouts were rated 4.5 while the activities in the teacher's guide and the overall unit was rated a 4.0. Eighty percent (N = 45) of the students completing the unit's questionnaire felt other classes would like the material in Unit 6.

SUMMARY OF STUDENT DATA

After completing the respective post-test for each unit, students were asked to complete the "Student Questionnaire for Health Network Units" (see Appendix A). The questionnaire consisted of 13 open-ended statements and two closed multiple-choice type questions. A listing of the students' statements for each unit is included in Appendix B (1-3).

The students' comments are summarized by question for each class that used the unit. Class results are reported since not all classes used the same student handouts or classroom activities and that while all students viewed the unit's filmstrip, their classroom experiences were unique.

Table 13 below presents the number of students who completed the student questionnaires for each unit.

TABLE 13. NUMBER OF STUDENTS COMPLETING STUDENT QUESTIONNAIRE BY UNIT AND SEX

Unit	Boys	Girls	Total
Unit 4	54	41	95
Unit 5	73	60	133
Unit 6	25	30	55
Total	152	131	283

Upon reading through the students' responses in the questionnaire, one conclusion that can be gleaned is that there is a wide variation of opinions across the comments. Different students liked different aspects of each unit. In addition, question 7, "From the unit I learned that" drew out a variety of responses—many of which dealt with smoking. Some sample responses from each unit are listed below:

From the unit I learned that:

Unit 4, Special People

Smoking is bad for you.
Everyone is very special.
Don't smoke, don't take drugs.
Just be yourself.
That smoking does not make you cool.
I am special.
That feeling good about yourself makes you look better and feel better.

Unit 5, Health News

People that don't smoke can get cancer. I thought that was interesting.
When you breathe, everything happens real fast.
What the respiratory system is and what causes cancer.
Now more people choose not to smoke.
More than 25% of the fires started in the U.S. were started by smokers.
The respiratory system is easy to learn about.
You can get more than just lung cancer from smoking.
Learning about health is fun.
What the trachea is and a whole lot more

Your oxygen breathed in goes to tiny air sacs called alveoli.
The respiratory system is a little harder to learn about than other things.
I know you can die from a cigarette.
I learned that you have to take care of yourself.
Health is important.

Unit 6, Starga's World

Smoking is bad.
Smoking can cause cancer.
Decisions and values are important in life.
You are not supposed to watch TV too long.
Decision making is important.
You can make your own decisions.
Your values are most important in decision making.
You shouldn't smoke just to make you look big.
I shouldn't take a cigarette.

Students were also specifically asked what the unit taught them about smoking. Some of the selected open-ended comments to "The unit taught me that smoking . . ." are listed below by unit.

The unit taught me that smoking:

Unit 4, Special People

Is a stupid thing to do.
Is bad for your health.
Can't make you cool.
Not necessary because it doesn't make you look better or feel better.
It doesn't make you special.
Doesn't make you look any better.
Is bad and can give you cancer.

Unit 5, Health Network

A dumb thing to start
Has lots of tar.
Has lots of chemicals in it and can hurt you.
Will cause cancer and shorten your years.
Is bad for your health.
Can make you die at a young age.
Is dangerous.

Unit 6, Starga's World

Can be bad for my health, lungs and heart.
Is really dumb.
Is one of the big decisions I'll have to face.
Makes some people sick.
Can cause bad things to your health.
Is very dumb and can cause cancer.

Students were asked to indicate what part of the unit that they had the most trouble understanding. Some of their selected comments are listed below by unit.

The part of the unit I had the most trouble understanding was:

Unit 4, Special People

No trouble understanding any parts. (N = 32)
The student questionnaire form (pink sheet).
Why did he try to act cool by smoking?
The questions with the faces (pre/post-tests).
About the poor and good self-image.
How's come them people was staring at him?
Filmstrip.
The commercial.

Unit 5, Health News

Nothing. (N = 28)
The part on breathing out.
The red blood cell thing.
Learning the body parts.
About the epiglottis.
Veins and arteries going to and from the heart.
The part with all the big words.
The respiratory system.
The word puzzle.
About the alveoli.
The cartoon.
Everything.
The pipe that went to your lungs.
The first test. (pre-test)
The names of the air sacs.
About the diaphragm.
Learning how you grow.

Unit 6, Starga's World

Nothing. (N = 11)
Values.
Decision making.
Story problems.
Repro-masters 1 & 2.
Why people want to smoke.
The pre-test.
The student questionnaire. (pink sheet)

Students were asked whether or not they felt students in other classes would like the unit and materials they used in their class. Their responses were tallied by unit and are reported below:

I think students in other classes would or would not like the materials.

Unit	Would		Would Not		No Response	
	N	%	N	%	N	%
Unit 4, Special People (95)	92	96.8	2	2.1	1	1.0
Unit 5, Health News (133)	107	80.4	23	17.3	3	2.2
Unit 6, Starga's World (56)	45	80.3	11	19.6	0	0.0

In order to find out how students felt these instructional materials compared with other materials that were used in their classes, they were asked to rate whether the "Health Network" unit they used in class was "better than," "about the same as" or "worse than" most materials they have used in class. These results are reported by unit below:

I think these materials are . . . most materials we have used in our class.

Unit	Better Than		About the Same		Worse Than		No Response	
	N	%	N	%	N	%	N	%
Unit 4, Special People (95)	52	54.7	40	42.1	2	2.1	1	1.0
Unit 5, Health News (133)	66	49.6	59	44.4	4	3.0	4	3.0
Unit 6, Starga's World (56)	35	62.5	16	28.6	4	7.1	0	0

SUMMARY OF TEACHER DATA

1. Eleven teachers reported having no implementation problems when first beginning to use the unit, while two teachers who used Unit 4 did. (They were uncertain as to how to administer the pre-tests.)

   "When you first began to prepare to use the materials, did you have any implementation problems?"

	Yes	No
Unit 4	2	3
Unit 5	0	6
Unit 6	0	2
Total	2	11

2. While teaching the unit, two teachers reported having implementation problems. One related to administering the student pre/post-tests and the other concerned not having enough time to teach the activities.

"When teaching the unit, did any implementation problems develop?"

	Yes	No
Unit 4	1	4
Unit 5	1	5
Unit 6	0	2
Total	2	11

3. Most teachers needed less than one hour preparation time to use the materials.

"How much time did you need to prepare to use the materials?"

	Unit 4	Unit 5	Unit 6	Total
Less than ½ hour	1	2	1	4
One-half to 1 hour	2	3	1	6
One to 3 hours	2	1	0	3
More than 3 hours	0	0	0	0

4. Most of the teachers (N = 9) used the unit they taught as a stand-alone unit while only one teacher incorporated it with other health education materials.

"How did you use this unit with your class?"

	Unit 4	Unit 5	Unit 6	Total
Used as stand-alone unit.	3	4	2	9
Incorporated with other health education materials.	1			1
Integrated with other classroom materials.	1	2		3

5. Most teachers reported liking the filmstrip that accompanied each unit. Teachers who used Unit 5 felt that the filmstrip moved too quickly and it was difficult for the students to understand the concepts. Teachers who used Unit 6 especially liked the game that was part of the unit.

6. Within the units, some teachers identified handouts that students had trouble with or that they would not use again (e.g. handouts on values in Unit 6), but most teachers indicated they would use most of the student handouts again.

7. Five of the teachers (38%) felt that some of the activities listed in the teacher's guide were not appropriate for their class. These included the role-playing activities which several teachers felt that their classes could not handle. All teachers, however, reported that the students did enjoy most of the activities that were used in class.

8. There was considerable agreement on the part of most teachers as to which grade level each unit is most appropriate.

"For which grades do you think this unit is most appropriate?"

Unit 4	Unit 5	Unit 6
3 or 4 (N = 2)	5 (N = 6)	5 or 6 (N = 1)
4 (N = 2)		6 or above (N = 1)
3 - 6 (N = 1)		

9. Most teachers reported students had no trouble understanding the concepts presented in the unit. The teachers who taught Unit 6, however, felt students had trouble with the concept value. Many students, who used Unit 5 in their classes, also reported having trouble understanding concepts related to the respiratory system and specific body parts.

10. Nine teachers (69%) observed changes in students' attitudes as a result of teaching the particular health unit, while only one teacher who taught Unit 4 observed changes in the students' behavior as a result of teaching the unit.

"Did you observe any changes in students' attitudes as a result of teaching this health unit?"

	Yes	No
Unit 4	4	1
Unit 5	4	2
Unit 6	1	1
Total	9	4

11. Teachers who used Unit 4, Special People, and Unit 5, Health News, on the average felt that these units better met the health and developmental needs of the students in their class than those teachers who used Unit 6, Starga's World.

"To what extent do you feel the unit meets the health and developmental needs of students in your class?"

	Very Much	Somewhat	A Little	Not at All
Unit 4 (N = 5)	3	2	0	0
Unit 5 (N = 6)	3	2	1	0
Unit 6 (N = 2)	0	2	0	0

12. Forty-six percent (N = 6) of the teachers felt the teacher's guide was "very useful" while the remainder (54%) felt that it was "of some use." No teacher who used Unit 6, Starga's World, felt the guide was "very useful."

"How useful did you find the teacher's guide?"

	Very Useful	Of Some Use	Of Little Use	Not at All Useful
Unit 4	3	2	0	0
Unit 5	3	3	0	0
Unit 6	0	2	0	0

13. While ten teachers (77%) felt the teacher's guide provided enough structure and direction to implement the activities, three teachers did not and felt that the amount of structure varied across the activities—Unit 5 (2) and Unit 6 (1). Three teachers—Unit 4 (1) and Unit 5 (2)—felt that more information should be added to the teacher's guide. The teachers who used Unit 5 wanted more content and background information about the respiratory system.

14. Six teachers (46%) rated the experience of having used the ACS unit in their class as a "very positive" experience while the remaining seven teachers (54%) rated it as a "somewhat positive" experience. No teacher who used Unit 6, Starga's World, rated it as a "very positive" experience.

"How would you rate the experience of having used the ACS instructional materials?"

	Unit 4	Unit 5	Unit 6	Total
Very positive	3	3	0	6
Somewhat positive	2	3	2	7
So-so	0	0	0	0
Somewhat negative	0	0	0	0
Very negative	0	0	0	0

15. All teachers felt that the students in their classes benefited from having been exposed to the unit that they used.

16. Nine of the teachers (69%) felt that they personally benefited from having been exposed to the unit they used. One teacher who taught Units 5 and 6 stated that teaching these units made him realize that he needed to quit smoking.

17. All teachers were asked to rate the instructional quality of the unit that they used on a five-point scale with 1 = low instructional quality and 5 = high instructional quality. Across all units, the game (poster) in Unit 6, Starga's World, received the highest overall rating with the filmstrips for Unit 4 and Unit 6 receiving the next highest ratings. The student handouts for Unit 4, Special People, and its poster received the lowest overall ratings.

"How would you rate the overall instructional quality of the unit(s) you taught?"

	Unit 4	Unit 5	Unit 6
Entire Unit	4.3	4.0	4.0
Filmstrip/Tape	4.8	4.16	4.5
Poster (Game-Unit 6)	3.6	4.0	5.0
Student Activities	4.4	4.0	4.0
Student Handouts	3.8	4.0	4.5
	(N = 5)	(N = 6)	(N = 2)

18. Most teachers (92%) indicated that they would recommend the unit(s) they taught unconditionally to other elementary teachers. Eighty-five percent (N = 11) indicated that they would use the unit again with their classes in future years while two teachers who taught Unit 5 were uncertain.

19. Most teachers (54%) felt that the unit they used needed to be revised in some way, specifically those teachers who used Unit 5, Health News.

"Do you feel the unit you used needs to be revised in any way?"

	Yes	No	Uncertain
Unit 4	2	2	1
Unit 5	4	0	2
Unit 6	1	1	0
Total	7	3	3

20. All teachers felt an orientation training session was not needed to prepare them to use the units in "Health Network." Several teachers who used Unit 5, however, felt more background information about the respiratory system was needed in the teacher's guide.

APPENDIX A: INSTRUMENTS USED IN "HEALTH NETWORK" EVALUATION

To: Participating Teachers in the American Cancer Society Evaluation

From: Jan Lave, Project Evaluator, Dr. M. Pigg, I.U. Faculty

Date: October 15, 1982

Please complete the enclosed request for information and mail it as soon as possible in the return envelope. We are interested in determining which American Cancer Society Health unit(s) you are planning to teach. We prefer that you teach the unit from the instructional kit that is appropriate for your grade level. The Early Start to Good Health is for grades K-3 and the Health Network is developed for grades 4-6.

Because we have no kindergarten teachers in our group of participating teachers, we would like the first grade teachers to teach unit 1, My Body and Unit 2, My Self from the Early Start kit. Second grade teachers should teach Unit 3, My Health and third grade teachers should teach Unit 4, My Choice. Any second and third grade teachers may teach an additional unit from the Early Start kit as long as the designated unit is also taught.

In the Health Network, fourth grade teachers should teach the 4th grade unit, Special People, fifth grade teachers should teach Unit 5, Health News and sixth grade teachers should use Unit 6, Starga's World. If you teach a combined 5th/6th grade class, you may teach both the 5th and 6th grade units or only the 6th grade unit, Starga's World. Any 5th grade teacher may also use Unit 6, Starga's World in addition to using Unit 5, Health News.

Different evaluation procedures have been developed for classes that use the Early Start units and for classes that use the Health Network.

For Early Start classes, the evaluation will consist of:

1) Teacher Questionnaire
2) Teacher Interview at the School
3) Student Interviews at the School

For Health Network classes, the evaluation will consist of:

1) Student Pre-Test, Post-Test for Each Unit
2) Student Questionnaire Form (to be written/completed by each student)
3) Teacher Questionnaire
4) Follow-Up Teacher Interview Over the Phone

After we receive your information from the enclosed form, we will send you the appropriate materials for the unit(s) you are teaching. We urge you not to teach the materials until then.

We appreciate your cooperation. If you have any questions, please feel free to call: Jan Lave, (812) 335-7974.

ACS Evaluation: Units to be Taught

Complete and return in the envelope provided as soon as possible!

Name of teacher: ______________________________ Grade taught ______

School ______________________________________ Phone ____________

I plan to teach units from: (Check one.)
______ An Early Start to Good Health or
______ ACS Health Network

The unit(s) I plan to teach is/are:

Early Start	Health Network
______ Unit 1, My Body (1st grade)	
______ Unit 2, My Self (1st grade)	______ Unit 4, Special People (4th grade)
______ Unit 3, My Health (2nd grade)	______ Unit 5, Health News (5th grade)
______ Unit 4, My Choice (3rd grade)	______ Unit 6, Starga's World (6th grade)

Number of students in my class: _______

Day(s)/time of day when you can be reached on school phone:

Day of Week	Time of Day

* If you are teaching a unit(s) from the Early Start to Good Health, we will need to schedule a time for interviews in your school following the teaching of the unit. We would like for you to teach the unit between the dates of November 1 - November 19 or November 29 - December 3. Please select dates to teach the unit in one of the two time periods, and record the dates below. If you plan to use more than one unit, indicate the dates for each unit. (These dates are not binding if you need to change them, but we need your best estimate in order to help us with our planning.)

Specific Unit (1-4)	Dates plan to teach	Date finish unit

* If you are teaching a unit(s) from the Health Network, is it possible for you to help us find classes in your school that can be used as control classes? The control classes should not have received any instruction from the ACS units this year, and should be the same grade as your class.

The students in the control classes would need to be given the:
1) Pre-test the same week you give it to your classes and
2) The Post-test the same week you give it to your class.

_____ YES, I can find at least one control class in my school and will ask the teacher in that class to give the Pre-test and Post-test the same week(s) that I give the test(s) to my class.

_____ NO, I cannot find any control classes in my school.

If YES, how many control classes will you be able to obtain in your school?

Number of classes: _____

Number of students in each class: _____

All teachers: If you have any questions at this time, please feel free to call or write them here. The next time we correspond, you will receive the go-ahead to teach the materials, and any other additional materials or information you might need.

Thank you for your help! A return envelope has been included for your convenience.

To: Teachers Participating in ACS Evaluation: An Early Start to Good Health

From: Jan Lave, Project Evaluator

Date: October 27, 1982

Directions for An Early Start to Good Health Evaluation

You may now go-ahead and teach the ACS unit or units that you are planning to use with your class!

Enclosed you will find a copy of a teacher questionnaire for each unit you will be teaching. If you teach more than one unit, you will need to complete a separate questionnaire for each unit. Please complete the teacher questionnaire when you finish the unit.

I will be calling you at your school to set up a date/time to meet with you. Ideally, I would like to be at your school within a week of when you finish a given unit. The purpose of my visit is to interview a few of your students about the unit you used in your class. In addition, I'd like to spend a few minutes with you individually (about 20-30 minutes) to go over in greater depth, your perceptions of the ACS materials. PLEASE be certain to complete the teacher questionnaire(s) prior to my visit. I will be using the teacher questionnaire and your comments as the basis for our joint meeting.

I am looking forward to meeting with you. I will be calling to set up school visits next week. Until then, hope both you and your students enjoy using the ACS materials. If you need to contact me please call (812) 335-7974.

To: Teachers participating in the American Cancer Society Evaluation

From: Jan Lave, Project Evaluator; Dr. M. Pigg, I.U. faculty

Date: November 1, 1982

Directions for Health Network Evaluation

Thank you for your help in teaching these instructional Units. With your help, this will be a successful evaluation effort. Please follow the steps that are listed below:

1) You have received several items:

   a) Pre-Test Class Envelope (for your class)
   b) Post-Test Class Envelope (for your class)
   c) Teacher's Questionnaire
   d) Student Questionnaire Forms

   If you are helping us with central class(es), you have also received for each control class:

   a) Pre-Test Control Envelope(s)
   b) Post-Test Control Envelope(s)

2) If you are helping us with control classes, you need to be certain that the teacher from the control class has not used materials from the ACS instructional kits with her/his students this year. If she or he has not, give her/him the Pre-Test Control envelope as soon as possible. The directions for her/him to follow are included in that envelope. (You should not give her/him the Post-Test Control Envelope until later.)

3) As soon as it fits into your classroom schedule, give your students the pre-tests that are included in the Pre-Test Class envelope. If you are planning to teach more than one ACS unit, have students take the other pre-test as well, but administer only one pre-test on a given day. Place the completed pre-tests in the envelope provided. Record the date the pre-test(s) was given on the teacher's questionnaire for each Unit you are teaching. (If you are teaching two Units, you need to complete a separate teacher questionnaire for each Unit.)

4) Teach the Unit as you normally would. After administering the pre-test, it is preferable that you wait about one week before teaching the Unit, if this does not fit into your schedule, go ahead as planned. If you are planning to teach more than one Unit, please teach them as separate Units.

5) After you finish teaching the Unit:

   a) Record the dates you used in the Unit in your class on the teacher questionnaire for that Unit.
   b) Give your class the Student Questionnaire Form to complete, preferably, the same day you finish the Unit or on the next day. Tell your students that there are no right or wrong answers, but that they should write their feelings about the ACS materials that you used in class.

5) After you finish teaching the Unit: (continued)

   c) Give the control class teacher the envelope marked Post-Test Control if you are helping us with control classes. The post-test should now be given to the control class students.
   d) After your students have completed the Student Questionnaire Form, give your students the post-test for the Unit found in the Post-Test Class Envelope. Go over the directions with the students. When completed, collect the post-tests and place them in the Post-Test Class Envelope.
   e) Record the dates the Student Questionnaire Form and the Post-Test was administered on the teacher questionnaire provided in that Unit.
   f) Complete the remainder of the teacher questionnaire for the Unit you just taught.
   g) Collect any Pre-Test and Post-Test Control Class Envelopes from the control class teachers.

6) IF you are teaching more than one Unit, repeat steps 4 and 5 for the other Unit.

7) Return all materials in the large envelope provided. If you have used more than one Unit, try to keep the test forms from each Unit separate. Be sure to complete and include a teacher questionnaire for each Unit taught.

We thank you for your help with this evaluation study. We hope that the experience was mutually beneficial for you and your students. If you encounter problems or have questions, please feel free to call Jan Lave, 812-335-7974.

To: Control class teachers participating in the ACS evaluation

From: Jan Lave, Project Evaluator; Dr. M. Pigg, I.U. faculty

Date: November 1, 1982

First of all, we want to thank you for helping us with this evaluation effort. As you know, we are evaluating the instructional kit, Health Network, developed by the American Cancer Society.

Your class will be a Control Class in one study. That means, your students will receive the pre-test and post-test for the instructional unit, but the class will not use the instructional materials at this time.

You just need to follow these four steps:

1) When you receive the Pre-Test Control envelope from the other teacher in your school, please administer the pre-tests to your students as soon as it fits into your classroom schedule. (i.e. that day or the next day preferably) Go over the directions of the pre-test with your students if they are not familiar with this type of test items. Place the completed pre-tests in the envelope marked Pre-Test Control. Record the date given on the enclosed teacher questionnaire.

2) Between the time when you administered the pre-test and will administer the post-test, do not use any materials from the American Cancer Society's instructional kits. Your class was selected as a control because you had not yet used these units with your students. If you have used the ACS Units this year, please tell the other teacher in the school that you cannot be a control class.

3) When you receive the Post-Test Control envelope from the other teacher in your school, please administer the post-tests to your class as soon as your schedule permits. As before, go over the directions of the Post-Test with your students. Place the completed post-tests in the envelope marked Post-Test Control. Record the date the post-tests are given on the teacher questionnaire.

4) Return both the Pre-test Control, the Post-Test Control envelopes, and the brief questionnaire to the teacher you received them from.

We appreciate the time from your class schedule that you were willing to use to help us with our evaluation study. After the post-tests have been completed by your students and returned to the teacher in your school, you may go ahead and use any of the ACS instructional materials with your class. Thanks again for your help.

ACS HEALTH NETWORK

TEACHER QUESTIONNAIRE: AMERICAN CANCER SOCIETY EVALUATION

Name of Teacher ______________________________ School ____________________

Unit Used ______________________________ Grade ____________________

Please complete the survey by either checking (x) the appropriate response or by writing in the answer.

Background Information

1. Population of Community (Check (x))

_____ 50,000 to more

_____ 25,000 to 49,999

_____ 10,000 to 24,999

_____ 3,000 to 9,999

_____ Less than 3,000

2. Racial Composition of Classroom (Indicate Percentage)

_____ Black

_____ Caucasian

_____ Hispanic

_____ Other

3. Ability Level of Class: (Check (x))

_____ Mixed ability levels (High, Average, Low)

_____ Average -- Upper Average

_____ Average

_____ Average -- Below Average

_____ Below Average

_____ Gifted and Talented

4. Dates Taught ACS Unit: __________ to __________

5. Total Number of Hours of Instruction: __________ hours and __________ minutes

6. a. Date Administered Pre-Test: ______________

   b. Date Administered Student Questionnaire: ______________

   c. Date Administered Post-Test: ______________

7. a. Did you ever use instructional materials developed by the American Cancer Society before? _______ YES _______ NO

   b. If YES, did you ever teach the same Unit before? _______ YES _______ NO

Implementing the Units

8. a. When you first began to prepare to use the materials, did you have any problems? _______YES _______NO

b. If YES, please describe.

c. Were you able to resolve the problem? _______YES _______NO
If YES, how?

9. Overall, how much time did you need to prepare to use the materials?

_____Less than 30 minutes

_____Between 30 minutes to an hour

_____Between 1 to 3 hours

_____More than 3 hours

10. How did you use this Unit in your class?

_____Used Unit separately as a "stand-alone unit"

_____Incorporated with other health education materials.

Please describe:____

_____Integrated Unit with other classroom materials.

Please describe:____

_____Other:____

11. a. When teaching the Unit, did you:

_____Rely primarily on the teacher guide activities and the ACS handouts or,

_____Use the ACS activities and handouts, but in addition, develop other activities.

b. If you developed additional activities, what percentage of the materials were from the Unit and what percentage were your own?

_____from Unit _______my own. (Percentage of both should equal 100%.)

12. a. When teaching the Unit, did any implementation problems develop?
_____YES _____NO

b. If YES, please describe.

c. Were you able to resolve the problem? _____YES _____NO If YES, how?

13. a. Of the activities that you used from the teacher's guide and the materials included in the Unit, (i.e. filmstrip, poster) which did you like the most? Please list.

b. Of the activities that you used from the teacher's guide and the materials included in the Unit, which did you like the least? Please list.

14. a. Of the student handouts that you used, which did you like the most? Please list.

b. Were there any student handouts that you would not use again? _____YES _____NO If YES, which handout(s) and why?

15. a. Did students appear to enjoy most of the activities and materials that you used? _____YES _____NO

b. Were there any activities or materials that they did not enjoy? _____YES _____NO If YES, which one(s) were they?

16. Of the activities listed in the teacher's guide, were there any that you felt were not appropriate for use in your classroom and decided not to use? _____YES _____NO If YES, please list the activity(ies) and describe why you felt it was inappropriate.

Activity(ies)	Reason why not appropriate

17. For which grade(s) do you think this Unit is most appropriate?

_____3rd grade _____4th grade _____5th grade _____6th grade

18. What major health objective(s) do you feel this Unit addresses? Please list.

19. What learning objectives (student objectives) did you emphasize while teaching the Unit?

20. What do you feel students learn most from the Unit? (Either cognitive or affective learning)

21. Did students have difficulty understanding any of the concepts covered in the Unit? _____YES _____NO If YES, which concepts did they have trouble understanding?

22. Did you observe any changes in student attitudes as a result of teaching this health Unit? _____YES _____NO If YES, please describe.

23. Did you observe any changes in student behavior as a result of teaching this health Unit? _____YES _____NO If YES, please describe.

24. a. To what extent do you feel the Unit meets the health and developmental needs of students in your class?

_____Very much _____Somewhat _____A little _____Not at all

b. Which student needs, if any, do you feel this Unit successfully addresses?

25. Would you recommend the use of this Unit to other elementary teachers?

_____YES, I would recommend unconditionally.

_____YES, I would recommend but with some reservations.

_____NO, I would not recommend the Unit.

26. At this time, do you plan to use the Unit again with future classes?

_____YES, I will definitely use the Unit again.

_____NO, I will not use the Unit again.

_____Maybe, at this time, I'm not certain.

27. Compared to other curriculum materials you have used with your classes, how would you evaluate the materials?

_____Better than most (how? ____)

_____About average

_____Not as good as most (why? ______________________________________)

28. How worthwhile in the students overall curriculum would you rate these materials?

_____Very worthwhile, a must, the Unit should be included.

_____Has some value, but should only use if there is time to teach.

_____Has little value, not necessary to incorporate in curriculum.

Teacher's Guide

29. How useful did you find the teacher's guide?

_____Very useful _____Of some use _____Of little use _____Not at all useful

30. Did the content in the guide provide enough structure and direction so that you could implement the activities? _____YES _____NO If NO, it was because:

_____There was too much structure and detail.

_____There was not enough structure.

_____The amount of structure varied across activities.

_____The wrong type of information was provided.

_____Other ____

31. Should additional information be included in the teacher's guide? _____YES _____NO If YES, please describe.

32. What other recommendations would you like to make to help facilitate the implementation of the Unit?

Summer Orientation Session

33. How well did the orientation you received last summer prepare you?

_____It adequately prepared me to use the materials.

_____It prepared me to some extent.

_____It did not prepare me at all.

34. a. What did you like most about the orientation?

b. What did you like least about the orientation?

35. Is there additional information which would have been useful to you that you feel should have been included? _____YES _____NO If YES, please describe.

36. In your opinion, can other teachers use the materials without having an orientation? _____YES _____NO Please describe your reason(s).

37. In your opinion, would you have had trouble using the materials if you did not have an orientation? _____YES _____NO If YES, please describe why.

Summary

38. Overall, what do you feel are the major strengths of the Unit you used and the ACS Health Network instructional materials?

39. Overall, what do you feel are the major weaknesses of the Unit you used and the ACS Health Network instructional materials?

Please feel free to write any other comments you have about using the materials, any suggestions for revision, etc.

Thank you for your help with this evaluation effort!

Follow-up Teacher Interview

Teacher's Name ______________________________

School ______________________________ Grade __________

Date of Interview ______________________________

Instructional Kit Used:

__________An Early Start __________Health Network

Unit(s) Used: ______________________________

____

____

____

1. How would you rate the experience of having used the ACS instructional materials?

_____Very positive experience

_____Somewhat positive experience

_____So-So

_____Somewhat negative experience

_____Very negative experience

Why do you feel that way?

2. Do you feel the students in your class benefitted from having been exposed to the unit(s) you used? _____YES _____NO Why or why not?

3. Did you personally benefit in any way from this experience?

_____YES _____NO If yes, in what ways?

4. How would you rate the overall instructional quality of the unit(s) you taught? (Rate on 5 point scale 1 = Low --- 5 = High)

	LOW				HIGH
Entire unit	1	2	3	4	5
Filmstrip-tape	1	2	3	4	5
Poster (Game)	1	2	3	4	5
Activities	1	2	3	4	5
Student Handouts	1	2	3	4	5

5. Do you feel the unit(s) you used need(s) to be revised in any way?

_____YES _____NO If YES, what changes do you feel are needed?

6. What do you consider to be the socio-economic level (SEL) of the majority of students in your class?

_____Mixed SEL

_____Upper SEL

_____Upper-middle SEL

_____Middle SEL

_____Middle-low- SEL

_____Low SEL

7. Skim through teacher's questionnaire to see if any open-ended questions were unanswered. Ask teachers these questions.

Question #	Comments

8. Do you have any other comments about the unit, the materials, the orientation, or the evaluation itself?

THANKS!

10/82
ACP/IU
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CONTROL CLASS TEACHER QUESTIONNAIRE

Control Class for American Cancer Society (ACS) Evaluation

Dear Control Class Teacher: Please complete and return with the Pre-Test and Post-Test materials.

1. Grade level of class: ____________

2. Date Pre-Test Administered: ____________

   Amount of time it took students to complete: ____________minutes

3. Date Post-Test Administered: ____________

   Amount of time it took students to complete: ____________minutes

4. Did you have any problems administering the tests or following the directions provided? ______YES ______NO If YES, please describe.

5. Did students have any problems when taking the tests? ______YES ______NO If YES, please describe.

6. Have you used the ACS materials this year with your class? ______YES ______NO If YES, which unit?

Thank you again for your help!

SPECIAL PEOPLE

Name________________________ School____________________

Grade Level______________(check one) Boy_____ Girl_____

Read each statement. Decide to what extent you Agree or Disagree with each statement.

If you Strongly Disagree ☹ : Circle①

If you Disagree 🙁 : Circle②

If you are Not Sure 😐 : Circle③

If you Agree 🙂 : Circle④

If you Strongly Agree 😄 : Circle⑤

	Strongly Disagree ☹	Disagree 🙁	Not Sure 😐	Agree 🙂	Strongly Agree 😄
1. I know I am a special person.	1	2	3	4	5
2. Teenagers sometimes feel that they need to be a "star" or the "best" in order to be popular.	1	2	3	4	5
3. If a person is happy with himself, he will have a good self-image.	1	2	3	4	5
4. Past mistakes often make people have bad feelings about themselves.	1	2	3	4	5
5. A person who feels bad about himself, may be too hard on himself.	1	2	3	4	5
6. Every person is special in special ways.	1	2	3	4	5
7. How you feel about yourself will influence what decisions you make.	1	2	3	4	5
8. People with good feelings about themselves have more confidence in what they can do.	1	2	3	4	5

		Strongly Disagree ☹	Disagree ☹	Not Sure 😐	Agree ☺	Strongly Agree ☺
9.	If a person doesn't like himself, he will have a poor self-image.	1	2	3	4	5
10.	People who have poor self-images are influenced more by their friends.	1	2	3	4	5
11.	People who like themselves, feel good about themselves.	1	2	3	4	5
12.	Teenager who smoke have poor self-images.	1	2	3	4	5
13.	As long as you like yourself, it's alright to make mistakes.	1	2	3	4	5
14.	Our friends are often more accepting of our failures than we are.	1	2	3	4	5
15.	If a person feels good about himself, he will be good to himself.	1	2	3	4	5
16.	If a person doesn't like the way he looks, he can have a poor self-image.	1	2	3	4	5
17.	Teenagers who feel bad about themselves will do things that are harmful and dangersous to themselves.	1	2	3	4	5
18.	People who feel bad about themselves think their friends will laugh at them if they make a mistake.	1	2	3	4	5
19.	Teenagers smoke to try to change other people's image of them.	1	2	3	4	5
20.	Teenagers who smoke do not feel very confident about themselves.	1	2	3	4	5

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
		☹	☹	😐	🙂	☺
21.	Teenagers smoke to try to change their image of themselves.	1	2	3	4	5
22.	People with a poor self-image will tend to smoke more than people who have a good self-image.	1	2	3	4	5
23.	If you like yourself you will take good care of your health.	1	2	3	4	5
24.	People who feel good about themselves worry less about what others think about them.	1	2	3	4	5
25.	How you feel about yourself will influence how well you do in school.	1	2	3	4	5
26.	Commercials influence choices we make as buyers.	1	2	3	4	5
27.	Advertisements try to make you buy the product.	1	2	3	4	5
28.	Commercials influence the way we feel and think.	1	2	3	4	5
29.	Commercials have hidden appeals for buyers.	1	2	3	4	5
30.	Commercials sometimes appeal to people's desire to be rich and famous.	1	2	3	4	5

HEALTH NEWS

Name ______________________ School ______________________

Grade Level ______________________ (Check one) Boy _____ Girl _____

Part I Finish each of the statements by selecting the BEST answer. Circle the response you think is correct.

EXAMPLE: What does the heart pump?

a. gasoline
[✓ b.] blood
c. milk
d. iron
e. all the above

b. is the correct answer

1. How many lungs does each person have?
   a. one lung
   b. two lungs
   c. three lungs
   d. four lungs

2. Exhaling is the same as:
   a. breathing out
   b. breathing in
   c. holding your breath
   d. coughing

3. Breathing is part of the:
   a. digestive system
   b. respiratory system
   c. reproductive system
   d. transportation system

4. The air you breathe in is pulled into a tube that leads from the nose down to the chest. This tube is called a:
   a. trachea
   b. pancreas
   c. bronchi
   d. lung

5. When our breathing increases our bodies need more:
   a. rest
   b. water
   c. carbon dioxide
   d. oxygen

6. Breathing increases (gets faster) when:
   a. we run
   b. we smoke
   c. we swim
   d. all the above

7. The muscle between the chest and the abdomen is called the:
   a. lung
   b. rib
   c. diaphragm
   d. stomach

8. Your heart beats the fastest when you are:
   a. sleeping
   b. exercising
   c. studying
   d. walking to school

9. Your pulse rate tells you:
   a. how fast your heart is beating
   b. how healthy you are
   c. how much air you have inhaled
   d. how many lungs you have

10. Blood flows away from the heart to various parts of the body through:
   a. alveoli
   b. capillaries
   c. arteries
   d. veins

11. Your lung capacity is the:
   a. greatest amount of air that can be exhaled from the lungs
   b. greatest amount of air that can be inhaled in the lungs
   c. amount of air we breathe each day
   d. amount of air in our lungs when we hold our breath

12. As you breathe air in, the:
   a. chest gets bigger
   b. ribs go up and out
   c. air pressure in the lungs is reduced
   d. air rushes to fill the lungs
   e. all the above

13. Alveoli are:
   a. veins in the heart
   b. hairs in the nose
   c. part of the trachea
   d. tiny air sacs that absorb air we breathe

14. Alveoli are found in the:
   a. heart
   b. nose
   c. lungs
   d. trachea

15. Diffusion, the process of respiration, happens when:
    a. Oxygen and carbon dioxide pass through the walls of the alveoli
    b. water and oxygen mix in the blood
    c. cells divide and reproduce
    d. breathing stops

16. What does a cough do?
    a. clears the respiratory system
    b. moves air into the lungs
    c. helps the heart pump blood
    d. helps to fight germs and disease

17. Carbon monoxide is:
    a. found in the smoke of cigarettes
    b. inhaled when people smoke
    c. found in the exhaust fumes of cars and trucks
    d. all of the above

18. When you smoke, the cells in the lungs:
    a. are pink and healthy
    b. stop growing and dividing
    c. get covered with tar and chemicals
    d. turn red and cough

19. Which ingredients in a cigarette can cause cancer:
    a. tar
    b. nicotine
    c. formaldehyde
    d. butane
    e. all of the above

20. Cigarette smokers can die of cancer of the:
    a. lungs
    b. mouth, tongue and lip
    c. pharynx and larynx
    d. esophogus
    e. all of the above

Part II

True/False Statements

Circle Ⓣ if you think the statement is TRUE. Circle Ⓕ if you think the statement is FALSE.

1. Blood with oxygen goes from the lungs to the heart. T F
2. Blood moves from the body to the heart through veins. T F
3. Blood with carbon dioxide goes from the heart to the lungs. T F
4. All people breathe at the same rate at all times. T F
5. Smoking can shorten the number of years you live. T F
6. The tar and chemicals from a cigarette leaves the body when a person exhales. T F
7. Smoking causes most lung cancer. T F
8. Cigarette smoking does not interfer with the respiratory system. T F
9. It is safe to breathe in carbon monoxide. T F
10. People who smoke inhale carbon monoxide in addition to oxygen. T F

STARGA'S WORLD

Name ______________________ School ______________________

Grade Level ____________ (Check One) Boy ____________ Girl ____________

PART 1: Read each sentence. Decide to what extent you Agree or Disagree with each statement.

If you Strongly Disagree ☹ : Circle ①
If you Disagree ☹ : Circle ②
If you are Not Sure 😐 : Circle ③
If you Agree ☺ : Circle ④
If you Strongly Agree ☺ : Circle ⑤

	Strongly Disagree ☹	Disagree ☹	Not Sure 😐	Agree ☺	Strongly Agree ☺
1. Every person has different values.	1	2	3	4	5
2. If you value something, it's not important to you.	1	2	3	4	5
3. People who don't smoke value good health	1	2	3	4	5
4. A person who takes the time to make decision has more control over her life.	1	2	3	4	5
5. Decision making requires collecting and using information.	1	2	3	4	5
6. We value those things that are important to us.	1	2	3	4	5
7. Decisions should be well thought out.	1	2	3	4	5
8. The more time you spend thinking about whether you should smoke, you are more likely to start smoking.	1	2	3	4	5
9. Before you can make a decision, you need to have at least two choices.	1	2	3	4	5
10. Decision making and understanding your values go hand-in-hand.	1	2	3	4	5
11. If people were to spend time deciding if they should smoke, many would decide not to smoke.	1	2	3	4	5

PART I continued

		Strongly Disagree ☹	Disagree ☹	Not Sure 😐	Agree 🙂	Strongly Agree ☺
12.	You should not think about your values when making a decision.	1	2	3	4	5
13.	It's important to think about what will happen after you make a decision.	1	2	3	4	5
14.	A value is something that you prize, cherish or esteem.	1	2	3	4	5
15.	Decision making gives you no control over your life.	1	2	3	4	5
16.	People who eat junk food without thinking are poor decision makers.	1	2	3	4	5
17.	Most people don't decide to smoke, they just start smoking.	1	2	3	4	5
18.	Each person values the same things.	1	2	3	4	5

PART 2: Each of the following are steps used to make a decision. The steps are out of order. Can you put them in the right order? Put the correct letter next to the numbered step.

Buying a bike

a. She goes to the bicycle shop to ask questions.

b. She decided it must be yellow.

c. She doesn't know what size she needs.

d. Mary wants a bicycle.

e. She decides to buy a yellow 3 speed bike.

Making a decision

a. I need to collect information.

b. I have a decision to make.

c. I need to know what's important to me.

d. I make my decision.

e. I think about what may happen if I decide one way or another.

Put the lettered steps (a-e) in the correct order.

Buying a bike

1. ____________

2. ____________

3. ____________

4. ____________

5. ____________

Making a decision

1. ____________

2. ____________

3. ____________

4. ____________

5. ____________

PART 3: Rose's older brother, Tony, has many friends. One of Tony's friends, Jim, has asked Rose if she would like a cigarette. So far, Rose has said no, but she likes Jim very much. She wonders if Jim will still like her if she does not smoke a cigarette.

a. Is Rose ready to make a decision? _____YES _____NO _____NOT SURE

b. Are there any values that Rose should consider?
_____YES _____NO _____NOT SURE

If YES, what values can Rose consider?

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

c. Is there other information that Rose needs to know?

_____YES _____NO _____NOT SURE

1. ____
2. ____
3. ____
____

d. What decision should Rose make?

______Take the cigarette

______Not to take the cigarette

Why?____
____
____

STUDENT QUESTIONNAIRE FOR HEALTH NETWORK UNITS

Name of School ______________________________

Your Grade Level ______ (Check one) Boy ______ Girl ______

ACS Unit Used in Class: (Check one)

_________ Special People _________ Health News _________ Starga's World

Complete each statement about the health unit you used in class.

1. What I liked most about the Unit ______________________________

2. What I liked least about the Unit was ______________________________

3. The filmstrip we saw was ______________________________

4. The handouts we used were ______________________________

5. The handout or activity I liked most was ______________________________

6. The handout or activity I liked least was ______________________________

7. From the Unit I learned that ______________________________

8. The Unit taught me that smoking ______________________________

9. The part of the Unit that I had the most trouble understanding was ______________________________

10. My teacher made the Unit interesting by ______________________________

11. The most important thing I learned was ______________________________

12. That's important because ______________________________

13. The American Cancer Society ______________________________

14. I think students in other classes would or would not (circle one) like the materials.

15. I think these materials are better than or about the same as or worse than (circle one) most materials we have used in our class.

APPENDIX B: STUDENT INTERVIEW DATA FROM "HEALTH NETWORK"

APPENDIX B

STUDENT INTERVIEW DATA FROM "HEALTH NETWORK"

B1: Student Interview Data: Unit 4, Special People

School	Grade	Boys	Girls	Total
Shawswick	4	16	11	27
Crothersville	4	11	11	22
Broadview	4	15	8	23
Ellettsville	4	12	11	23
Total		54	41	95

1. What I liked most about the unit:

Shawswick

Was the filmstrip (N = 7)
I liked the crossword puzzle.
Was when the teacher showed us a film about the lesson
It was fun.
I liked the part where we made commercials about ourselves.
The work
I liked the skits.
Made a commercial.
The word search (N = 5)
Was the commercial and the word search
The first test (pre-test)
When we had the skit about smoking and taking drugs
Doing little skits like if we were in a situation
You learn not to play with drugs or not to take them.
The word sheets
I learned to not smoke.

Crothersville

I liked it all, especially the skits, the film that we seen.
It taught me that I was a special person.
To see the poster and talk about it
The time line (N = 2)
The film (movie) (N = 4)
The coloring sheet (N = 3)
The filmstrip and the work sheets
I liked to do the activities.
Caring for people and having friends
A story we had to write in class
I liked it because they told us we are all special people.

Broadview

I liked the filmstrip. (N = 9)
Talking about special people
The answering things
Talking about being special (N = 2)
I am different.
The commercial and the filmstrip
I liked the commercial in the filmstrip. (N = 2)
Maze and filmstrip
You're different than everybody in your class.
I am different from others.
Because I'm different and the commercial.
You are different than any other people.
I liked the filmstrip the best and the sparkle germ.
I like to talk about special things.

Elettsville

Was the filmstrip (N = 13)
Was the filmstrip and the stories we made
I liked going up and telling about the people.
The poster
Was the skit and watching the skits
Movie (filmstrip) and skits
I liked everything. It was great. I could do it again.
Was the person (in the poster) that had ice cream and he was really fat
Getting out of class
Doing something different and watching the movie
I liked the papers (student handouts) and the fi[illegible]rip.
Was the movie and writing about special people

2. What I liked least in the unit was:

Shawswick

The filmstrip (N = 5)
Nothing
When we all had to get up in front of the class and tell what we are good at (N = 5)
Was the smoking (N = 2)
The word puzzle
The skits (class did skits about commercials) (N = 5)
When we made up a 30 second play about health
I did not doing the self-portrait very much. (N = 5)

Crothersville

Nothing (N = 3)
I liked it all. (N = 9)
The poster
Was the coloring sheet (N = 2)
Work
The pre-test (N = 2)

Broadview

The self portrait (N = 7)
I liked everything. (N = 6)
I kind of liked it all, but I was sick and I didn't get to see it all.
I didn't get to see the commercial at all.
I didn't like the maze.
The filmstrip
I did not like the commercial on the filmstrip. (N = 3)
I did not like the commercials we did in class. (N = 3)

Ellettsville

Nothing (N = 17)
We only got to tell about one person.
The movie
Talking over it
Was the writing about a person
When it ended

3. The filmstrip we saw was:

Shawswick

Special People (N = 4)
About a boy who did not make it in the show. So he went out and bought stuff that he thought made him cool.
About a boy who did not make a tryout and got to doing wrong.
About a boy who thought smoking would make him feel good
Fun
Good because we learned alot of stuff
Good because I learned something from the film.
Really very good (N = 3)
About a boy named Scott
Unusual
Interesting
Great
About me and you
A boy thought his friends didn't like him.
A good filmstrip (N = 4)
Very good, I liked it. It showed a good performance like if we was in his place.
Good and understanding
Yucky
About a boy in a singing group and he tried to change his personality by smoking.

Crothersville

I liked Channel 4 special people filmstrip.
Channel 4 special people (N = 19)
Good

Broadview

Interesting (N = 3)
It was funny and teaches you something.
Well I liked it. I got a good idea how to feel.
Very neat. It doesn't matter what you do, it matter what you are.
Interesting, I liked the part where he was eating.
It was teaching us something about special people.
Stupid, when the kid went out and the commercials
I liked it very much, I liked the commercials.
It was interesting because it was funny.
It was cute because of the commercials.
It was funny. I liked the part he did not think he was special.
It was funny because he was going to get cigarettes.
Fantastic and funny and special when that boy made a mistake when he was singing.
It was funny because of the commercials.
I liked it because it was funny. (N = 3)
The commercial was very funny.
Was good.
It was silly. I liked the commercials, they were funny.
It was funny about the boy when he was playing the bass and all the people was staring at him.
Weird, because most everybody knows their special.
It taught me something. It taught me I was a special person and talking about it.

Ellettsville

Very good (N = 5)
Fantastic and super
Great (N = 2)
Dull
Good (N = 6)
Magnificent
Pretty good
Very, very funny
Boring
Very, very good and funny
It was terrific
It think it was o.k.
Real good

4. The handouts we used were:

Shawswick

Crossword puzzles and the questions with self-portrait
Question sheets and word search, how you help your mom
Good (N = 3)
Good because it told you things some you didn't know
Real good, I liked them.
Fun (N = 11)
The faces, the word search, the self-portrait
Fun and they got me to think
The smiley faces, the word search, and self-portrait
Unusual

Terrible
Very good
Word search
Kind of fun because it makes me feel like a grownup

Crothersville

Maze, time line, Special People Portrait, Coloring Sheet, Special People (N = 9)
Fun
The maze, the time line, the special people portrait (N = 5)
Time line, coloring sheet (N = 2)
Special people (N = 2)
Time line

Broadview

Good (N = 9)
Pretty good
Interesting (N = 2)
Alright
Fine (N = 2)
Bad
I liked the self-portrait
Interesting
OK
Writing about being special
Nice

Ellettsville

They were very, very, very good.
Fun to do
The search and find and our stories
Stupid
OK (N = 12)
Nice
The search and find (N = 2)
We got a paper to do.
Good
Neat
Real good

5. The handout or activity I liked most was:

Shawswick

The questions with the faces (pre/post-test) (N = 10)
At the end of the filmstrip, where he came back and didn't smoke or act cool
The commercial (N = 2)
The film (N = 3)
Handout
The self-portrait (N = 4)
I liked them all. (N = 3)

Word search
I liked the activity the most.
They was really good.

Crothersville

They were all good. (N = 2)
Time line (N = 3)
The part that we wrote about our tennis shoes (N = 2)
Portrait of a special person (N = 5)
Feeling good is . . . (N = 5)
Sell yourself
Activity 9

Broadview

Poster
Watching the filmstrip (N = 11)
It was the filmstrip because it was funny.
Talking about it
Writing about the filmstrip
Writing about being special, writing about why I am a special person (N = 5)
Everything
Making a self-portrait
Drawing a picture

Ellettsville

The pre-test, the one with the smiley faces (N = 3)
When we told stories
Filmstrip (N = 6)
Finding the person off the poster
Maze (N = 4)
When we tried to sell ourselves (N = 2)
Skits, commercials (N = 4)
Handouts
The filmstrip and the pre-test

6. The handout or activity I liked least was:

Shawswick

The crossword puzzle, the word sheet (N = 5)
The commercials, skits (N = 2)
The one with the faces on it (pre/post-test)
When we went up and said what we would do if someone tried to give me some drugs
Filmstrip (N = 3)
The pink sheet, this one (N = 2)
I liked it all (N = 4)
The self-portrait
Tell about yourself
I didn't like the handout.
Was when people smoked (N = 2)
The one where we had to tell about ourselves on a piece of paper (portrait)

Crothersville

I liked them all. (N = 7)
Maze
Telling about yourself
None (N = 7)
Special People Poster (N = 2)
Coloring sheet
Activity (N = 2)

Broadview

Nothing (N = 7)
Writing about being special (N = 3)
I liked everything. (N = 3)
Talking about it
The self-portrait (N = 2)
Maze (N = 2)
I didn't like writing.
I didn't like the questions about the filmstrip.

Ellettsville

Nothing (N = 16)
Everything but the movie
Movie
The word search and find (N = 2)
About the people was sad
The portraits.

7. From the unit I learned that:

Shawswick

I will not take drugs.
Smoking is bad for you. (N = 2)
That your friends won't like you any more
Everyone is very special.
Not to smoke
You should not think bad about yourself.
Don't smoke, don't take drugs.
Attitude toward myself
You should not smoke. (N = 2)
Smoking didn't make you cool.
Smoking is bad for your health and never smoke, even if your best friend asked you to , say NO!
Not to take drugs from friends
I will never take drugs.
It's bad to tease people if you are good at something and they aren't.
I'm special person.
You may think your friends are making fun of you but sometimes they're not. Also, that if your friend offers you some drugs he's not a friend.
Just be yourself.
Not to play with drugs

That smoking does not make you cool
Don't even take what they try to give you.
Smoking is bad for your health.

Crothersville

It told us we were all special.
We are really special people.
Not to smoke in your whole life.
Nothing
I am special, I am a special person. (N = 6)
That you must care for everybody
I was a very special person on the earth.
You should help always. You should breathe into their mouth.
That feeling good about yourself makes you look better and feel better
Who the special people are
About special people
You can be healthy if you don't smoke.
I am the most specialist person in the world.
Everyone is a special person.

Broadview

People are special.
We should feel good about ou-selves.
We are all different and special. (N = 3)
Everybody is different. (N = 3)
I am different than others. (N = 3)
You're special and your friends are too.
Not to make fun about handicapped people
We were special.
Everyone is special. (N = 2)
I learned not to be cool.
I am exciting, valuable, important and lovable.
I shouldn't smoke and stuff like that and I won't. I wasn't going to even before I saw the movie.
Everyone is special in all sorts of ways.
Not to smoke

Ellettsville

Everybody was special, all people are special. (N = 7)
It taught me about it is nice to be me.
On commercials, that there is a hidden appeal
Smoking is a poor self-image of yourself.
People in wheelchairs are special people too.
Everybody special in one way. (N = 4)
That people think they are not special
People have different personalities.
It was neat.
I'm special and I didn't know I was at first.
I am a special person (N = 2)
That there are special people
That people are special and that to have fun

8. The unit taught me that smoking:

Shawswick

Is bad for your heart
Is bad for you (N = 6)
Is a stupid thing to do (N = 2)
Is bad
Can't make you cool.
Is bad for your body.
Is bad for your health. (N = 6)
Is bad looking and it's bad for yourself.
Isn't good for you.
Is very bad for you.
Was bad for me and it doesn't really make you feel good.
Is a bad habit.
Is wrong and it could kill you.

Crothersville

Smoking is bad for your health and you do not need to smoke to be important.
Is bad. (N = 2)
Is bad for your lungs and it's not necessary
Dumb
It's very dangerous to your lungs.
It's bad for your health. (N = 3)
It's bad, it is very bad for your lungs. (N = 2)
Is bad for you.
Not necessary because it doesn't make you look better or feel better.
Not necessary to smoke because it is not good for your health.
Not necessary
Is dangerous
Is bad for you so don't smoke
Is harmful

Broadview

Is bad and influences your thoughts and acts.
Is bad for everybody but mostly kids, they can die over it.
Is bad for you. (N = 3)
Is bad for your health and they don't think you look cool or special. (N = 2)
Was bad for me and does not make me look better.
Is not good for your health. (N = 2)
It doesn't make you special. (N = 2)
Is bad for you and try to make you cool.
Was very dumb.
Was not right and it doesn't make you special. (N = 2)
Because you look like a weirdo.
Makes you cool.
Is very dumb and it does not make you special.
Is bad for me and it does not make you cool.
It makes you look worse.
Bad for your body. It does not make you any more special than you are.
Doesn't make you look any better.

Ellettsville

Is bad for you and it can give you cancer.
Was not good for everybody.
Is bad (N = 4)
It not good for my health.
Is bad for my health. (N = 5)
Is bad but I already knew.
Was very bad (N = 2)
Don't make you popular.
You shouldn't (N = 2)
Is not good for you (N = 3)
Is not good for you and not good for your image
Was bad and didn't improve your image

9. The part of the unit I had the most trouble understanding was:

Shawswick

No trouble (N = 6)
The film (N = 5)
No response (N = 5)
The pink sheet (student questionnaire form) (N = 2)
It was all fun and easy.
I couldn't understand what I should do if someone told me to do bad.
The self-portrait
The worksheets
Why did he try to act cool by smoking?
The skit
Where he started acting cool and smoking
Was the questions with the faces (pre/post-test)
Answering sheets

Crothersville

The pre-test we took before (N = 5)
Nothing was hard. (N = 5)
The other worksheet
No response (N = 2)
This sheet (student questionnaire form) (N = 8)

Broadview

No trouble (N = 15)
About the poor and good self-image
No response (N = 6)
How's come them people was staring at him (filmstrip)?
People staring at him (filmstrip)

Ellettsville

Nothing (N = 6)
This paper (student questionnaire form) (N = 13)
The commercial
When they started laughing at a girl
The pre-test

10. My teacher made the unit interesting by:

Shawswick

Explaining it to us
Showing a filmstrip (N = 13)
Having us tell about ourselves (N = 2)
Not smoking
Saying you had to write the one you liked and the one you disliked
By acting in front, having a skit (N = 3)
Doing commercials
Self-portrait
Having us do skits and telling about ourselves.
Talking about it
Making us tell 3 things that we are good at
No response

Crothersville

Making us write little stories (N = 3)
Having a filmstrip (N = 8)
Teaching us we are the most important person in the world
Talking about the stuff with the class (N = 3)
No response (N = 3)
Doing the story of someone on the poster
Doing the papers (handouts)
Letting us get up in front of the class and read our stories

Broadview

Talking to us (N = 13)
Talking to us and telling us why we were special
No response (N = 2)
Helping all of us (N = 2)
Talk and helping us out (N = 2)
Doing our name

Ellettsville

Doing commercials (N = 15)
Helping
Showing a filmstrip
Telling who the people were
Telling us what that commercial meant
The teacher wasn't sick
No response
Letting us get out of work by the movies
Letting us read our commercials out loud

11. The most important thing I learned was . . .
12. That's important because . . .

Shawswick

Was not to smoke because you could get very sick
Self-portrait sheet because it teaches about your health
Not to smoke because people get killed everyday from smoking
You never do things that aren't polite like taking drugs because if you did smoke, take drugs or change yourself like that, it is possible that you could die.
Learn to be healthy because you can die on drugs or smoking
Smoking is bad for your health, people can get lung cancer from doing this.
Don't change your self-image and don't smoke because it's bad for your health.
Don't smoke and don't take drugs. Taking drugs can kill you and smoking can give you cancer.
That you should not smoke, you could get cancer
Not to smoke and take pills when you're not sick because you learn not to feel bad about yourself and you stay healthy
Do not take drugs, it will kill you.
Never to take drugs, a bunch of people die if they take drugs. Drugs are bad!
Not to take drugs or smoke, it could kill you.
That you don't tease people cause you're better than them. You might lose your friends like that.
Don't take drugs, I hate dope.
Not to take drugs, you can die
To not act like a hot shot because people like you just the way you are
You can say no to drugs and cigarettes. If you thought you couldn't you'd get in lots of trouble.
Not to smoke because it's bad for you.
Why he ate junk food when he was mad. It's not important to eat junk food.
Not to take drugs, you could die
You can't cahnge yourself, people won't like you.
That smoking does not change your image.
Smoking is also bad for you.
Smoking, it could kill you.
A commercial, they only want you to buy it but it really don't work. If you know something works, buy it.
Not taking drugs, taking drugs can kill you

Crothersville

I was a special person cause I never knew about things like this before.
Caring for people and loving them too, because you could hurt their feelings
I am a special person. We can live better.
I learned to feel good about yourself. We want to keep being healthy.
Not to smoke, because you shouldn't smoke
You are a special person. If you hate yourself, you feel grumpy and you think you aren't special.
Feeling good about yourself, so you can be happy for yourself

That we're special people, we are all good workers and good kids
That we are special. I am special and I know it.
That we are special people. If you think you're not a special person you won't feel good about yourself.
Feeling good, it makes you look good. It's important that we feel good so that we look good.
Special people
That I am a special person. If you're special you'll feel special and do things right.
I'm special, because it's true.
Don't smoke, because it bad for your lungs.
Not to smoke, you could get cancer from smoking
Telling us and making us understand we are the most special people. You won't feel good about yourself if not.
That we were special, so you'll know if we were special or not.
To feel good about yourself. It helped people get good jobs and make people feel good about themselves.
We are special people, if you do not like the way you look then you do not like yourself.

Broadview

Do not smoke, you can get cancer.
About special people, because you are different.
You're not supposed to smoke, cause cancer.
People are special, everybody is different.
I am different from everybody else and special. I don't look like anybody else.
I am special, I am different and important.
About special people because makes them feel good
We are all special people.
Everybody is different.
Not smoking so we won't get cancer.
Not to smoke, you can get cancer.
Not to smoke because it can make you sick.
Not to smoke, it can give you cancer.
I am special, because I am different.
That I am different and special.
Not to smoke because it's bad for your health.
That everybody is special.
Don't smoke, it's bad for your health.
I'm special, because everybody has different feelings.
I should feel better about myself because maybe I'll have a better self-image.
Don't try to make yourself look different, you could hurt yourself.
Everybody is special, if only a few people were, a lot of people would get depressed.
Not to smoke, because it is bad for you.

Ellettsville

Everybody is special. It's important because if you don't think you are special, you might hurt yourself.
Not to smoke because it's bad for my health.
Smoking is bad, it's bad for your lungs.
Not smoke (but I already knew it) because it's not good for our body.

People in wheelchairs are special too. People in wheelchairs need friends too.
Everybody is special.
You shouldn't smoke (I already knew it). It's bad for you.
Nothing
Don't smoke, smoking is bad for you.
Everything. I did not know it before I did this except about smoking.
Not to smoke (but I already knew it). Smoking can hurt your body.
Not to smoke, it's bad for your body.
Hidden appeal (but I already knew it), it might not work.
Not to smoke, it turns your lungs black.
Some people think they aren't special and do dangerous things.
Not smoking (but I already knew it) it's bad for your health.
Everything, because you might not know it.
People are very, very special. All people are different and you kind of hang around the people and then they get to like each other.
Smoking is bad for your health, smoking gives cancer and smoking could kill you.
Smoking is bad, you could get sick.
You shouldn't smoke (I already knew it)
You could get real sick.
Smoking is bad. (I already knew it) It's dumb.
Smoking is bad for your body. (I already knew it)

13. The American Cancer Society:

Shawswick

Helps prevent cancer.
Is a place to see if you have cancer. Keep people from smoking and taking drugs.
It is so that people will not smoke and to prevent cancer.
They would tell you how to quit smoking.
To keep people from smoking.
Is someone that tries not to let other people eat junk food.
Helps to tell people not to take drugs and that.
Is for teaching people that you should take care of yourself.
It is important cause you won't get sick.
Is an organization to help people with cancer.
Is a place where people care about other people.
They try to teach children not to smoke.
Your health and to take care of you.
Is people who keep people from cancer.
Has ways to keep you healthy and in good shape.
It is to help people who smoke.
It is to help people to stop smoking and prevent it plus to help people who have cancer.
People who smoke and get cancer.
Is for helping people to understand that you should not smoke.
People who has cancer.
Is a hospital for cancer.
Is a place where people try to help other people.
To teach people not to take drugs.
Is to help people.

Crothersville

It is a good thing we have. You are important to us. Thank you.
To help people feel good about themselves and do things good for themselves.
We need you, so keep it up.
Is for a good purpose. We need them to tell us and teach us more.
It is an important organization.
When you need them, they'll help you.
We need it to learn about things that are good and bad for our bodies.
Good
It is a very good society.
Is good because they care of other people.
I like them because they help children.
Is here to tell you that you are a special person.
I think it's a good purpose.
It is for good because we might need you.
It is a good place to have.
Yes, they are good and we do need them.
Yes, we need them because they are nice I guess so.
We need you.
For a good purpose, we need them.
Is special for donating things and helping at my age about life.
Helps people and does good at it.

Broadview

Is fighting for a cure to cancer.
It helps people. (N = 2)
Trys to help people and stuff!
Helps us learn what cancer is.
Helps people about what you should and shouldn't do.
Helped me.
Teaches you about cancer.
It's a good place for people with cancer
You help us to not get cancer.
Help people and teaches us about cancer.
Help people and they are trying to help people that has cancer.
Helps people not to smoke and to be healthy.
They are trying to help you.
Helps people before they have start bad habits.
Helps people to get rid of cancer.
Helps people understand.
You make us feel good and you tell us what not to do.
Help mean people.
Is for to help cancer and trying to stop it.
Teaches people things that could be harmful to them.

Ellettsville

Likes people.
Is good. (N = 6)
I don't know anything about it but it's good.
I like it, it teaches us not to smoke.
Has some great ideas.
Must want people to be healthy.

Is special. (N = 3)
I don't know nothing about it. (N = 2)
I've heard of it.
Is neat.
I say, thanks alot.
Nothing.
Is nice for letting us use the materials.
Is very important and special.
It shows special people.

14. I think students in other classes would or would not like the materials.

	Would	Would Not	NR
Shawswick (27)	26		1
Crothersville (22)	22		
Broadview (23)	22	1	
Ellettsville (23)	22	1	
Total	92	2	1

15. I think these materials are better than or about the same as or worse than most materials we have used in our class.

	Better Than	About the Same As	Worse Than	NR
Shawswick (27)	22	4	0	1
Crothersville (22)	11	11	0	
Broadview (23)	11	12	0	
Ellettsville (23)	8	13	2	
Total	52	40	2	1

B2: Student Interview Data: Unit 5, Health News

School	Grade	Boys	Girls	Total
Clark	5	11	16	27
Dollens	5	14	7	21
Huron	5	12	6	18
Nashville	5	11	10	21
Sunman	5	16	12	28
Taylorsville	5	9	9	18
Total		73	60	133

1. What I liked most about the unit was:

Clark

I liked this unit because it told how much it hurts your lungs.
I liked how it showed what happens every time you breathe. (N = 4)
It taught me that I am not going to smoke. (N = 5)
I learned about alveoli.
It was interesting and fun to learn about.
Was people trying to help others.
Hidden word puzzle, coloring worksheets. (N = 3)
The filmstrip. (N = 3)
They showed so many different things and you could learn fast from them.
I learned a lot.
I learned how many people died of lung cancer.
I learned more about health.
About breathing in and out.
I liked the worksheets we had to do. (N = 2)
The part about the lungs. (N = 3)
It was interesting to know what's inside of me.
It talked about lungs and smoking.
The Health News, Rose Mary's column.

Dollens

Smoking.
Coloring. (N = 4)
The filmstrip. (N = 6)
Word finds. (N = 2)
About the respiratory system.
Coloring and filmstrip.
The worksheets (N = 2)
Word find and colorsheets. (N = 2)
How you breathe.
Not smoking.

Huron

I liked how they talked about the bones. (N = 2)
The filmstrip.
When I learned about the eyeball.
It was good.
The color sheet. It was a lot of fun. (N = 3)
Was about breathing.
Activities. (N = 4)
It was short.
About smoking was the best.
The lungs.
Nothing.

Nashville

It taught us new things and it was fun.
The filmstrip. (N = 3)
I liked the part about the heart. (N = 2)
I liked the lungs. (N = 6)
Blood and gross things.
I learned a lot.
The filmstrip and the crossword puzzle.
The crossword puzzles. (N = 3)
I liked learning things I didn't already know.
You learn a lot more about your body and the way you breathe.
All of them.
I liked how the filmstrip showed how cigarette stuff collects on the lungs.
Learning about the alveoli and what it does.

Sunman

When we were talking about the lungs. (N = 5)
The example where it says gas, blood, milk, iron, all of the above.
That smoking can be more harmful to the body and where we did the experiment.
Was the booklet because it was fun and it got me most in why people smoke. It is dangerous.
Coloring and drawing pictures out of the book. (N = 3)
Was the heart, lungs, bronchi and just about everything. (N = 3)
When we made a booklet. (N = 4)
I did not know about cancer.
Doing the crossword puzzle.
It was fun watching the filmstrips.
Coloring the respiratory system. (N = 2)
Was the part about smoking.
The lungs. (N = 3)
It was pretty fun.
You get to do it on your own.
I learned a lot.
When we brought in the model
How the lungs work and smoking causes lung cancer.

Taylorsville

Coloring sheet and filmstrips. (N = 2)
I liked it because it was interesting.
Smoking (N = 3)
Learning (N = 2)
Writing the stuff.
Was the filmstrips about smoking.
I didn't like it.
The respiratory system (N = 2)
Hearing about the lungs.
Everything.
Worksheets.

2. What I liked least about the unit was:

Clark

The heart word search.
I didn't understand some of the words or know what they mean.
The post-tests.
I liked it all. (N = 4)
The pages.
The filmstrip we watched about health news. (N = 4)
Was all the worksheets. (N = 2)
Trying to learn the names of the body parts. (N = 2)
The questions.
Was that it was boring to know what I already learned.
Learning about the alveoli.
Coloring the pictures.

Dollens

Breathing in and out.
Word finds. (N = 2)
Crossword puzzle. (N = 3)
The people. (N = 3)
About smoking.
The coloring (N = 2)
The work
The test
Nothing (N = 3)
The filmstrips (N = 2)
The cigarettes

Huron

I did not like the questions. (N = 4)
I liked it all.
I didn't like the respiratory system.
When we had to do the questions.
About smoking
Filmstrips (N = 2)
The movie. Parts were gross. (N = 3)
Because we had it right before lunch.

About the lungs (N = 2)
Smell
I hate it all.

Nashville

The filmstrip was too fast. It was hard to understand when it went so fast!
The test (N = 3)
The way it was shaped.
Nothing (N = 11)
The smoking part
I liked them all.
Learning about the heart.
We didn't do very many projects.
The coloring sheets.
When the boy on the filmstrip tried a cigarette.

Sunman

When we had to look at pictures in our book.
It was confusing in some parts.
The tests.
Where we had to make the booklet. (N = 2)
Nothing, I really liked everything. (N = 5)
When we had to draw pictures. (N = 3)
The crossword puzzle
People dying of cancer
Doing the pulse rate.
Doing the worksheets. (N = 2)
The filmstrips
It was a little hard. (N = 3)
When I saw the black lungs in our book.
It made me sick! (N = 2)
The scum that clogs up your lungs when you smoke a lot.
The trachea.
Reading about it in our health book.
The hairs in your nose.

Taylorsville

Reading in the book (N = 2)
Studying
Any kind of cancer. (N = 2)
Nothing (N = 3)
The worksheets (N = 3)
All
The films (N = 2)
Starting

3. The filmstrip we saw was:

Clark

Was good but they talked so fast. It was hard to take notes. (N = 5)
Very good. It really told a lot of interesting things. (N = 9)
Kind of dumb but I learned some things. I liked the commercial.
Explaining
Was pretty good. (N = 2)
About the respiratory system
Great!
A good filmstrip (N = 2)
Bad because I think that it was boring and didn't really talk a whole lot about the respiratory system.
O.K. (N = 3)

Dollens

Health News (N = 15)
Interesting
O.K.
Good (N = 2)
No good
Great

Huron

Good (N = 8)
Health News (N = 2)
Yukky
Alright
Nice
O.K. but parts were sickening (N = 2)
Funny
O.K.

Nashville

Funny and interesting. It kept our interest. (N = 3)
A very good movie. (N = 6)
Health News (N = 2)
About health and not to smoke cigarettes (N = 3)
Great (N = 2)
Very helpful in teaching us what we are studying about.
Neat (N = 4)
I was sick that day and did not see it.

Sunman

Was confusing
Truthful but weird
Good (N = 5)
A very helpful one to me because it told you how you know if a person is a smoker or not. (N = 2)

Very good because it was very interesting. (N = 6)
O.K. (N = 2)
Cool
I didn't like it.
About smoking and how it can harm you. I liked it. (N = 5)
A neat film
They taught us a lot about the respiratory system. (N = 3)

Taylorsville

O.K. (N = 2)
Pretty good to me (N = 2)
Health News (N = 7)
Breathing in and breathing out (N = 3)
Very good
Weird
Boring
About smoking and cancer (N = 2)
Don't know.

4. The handouts we used were:

Clark

Easy to do but they talked so fast. It was hard to take notes.
Healthy Times, crossword puzzle, word search, and coloring sheets (N = 2)
Fun (N = 7)
Understanding
Good. I liked them. (N = 5)
Interesting (N = 3)
Tests
The respiratory system
Boring (N = 2)
O.K.
Fairly easy but a couple of questions were hard to understand
Very hard (N = 2)
Fun. I liked the newspaper.

Dollens

Handouts 1-4 (N = 15)
Fun (N = 3)
Word find, coloring sheets, and crossword puzzle

Huron

Breathing in and out
Really fun (N = 5)
Crummy (N = 3)
Dumb
O.K. and colorful. Some of them I liked.
Alright but got boring.
Boring (N = 2)
Very good

Nashville

Fun (N = 6)
Very good. I learned about the lungs. (N = 4)
Alright
Tests
About health. Very good papers, I liked them. (N = 3)
Easy
Terrific
Great (N = 3)
Crossword puzzle, coloring sheet and other stuff. (N = 3)

Sunman

Fun (N = 10)
Fun to do but boring.
Easy
Helpful to me because it told me about things people do when they smoke. It had some activities.
Was to make a book and to help us learn about the organs in our bodies. (N = 2)
Pretty good (N = 3)
Fun and hard
Of the heart and lungs
About the respiratory system
O.K.
Really neat (N = 2)
Exciting
Health activities
Interesting and helped me learn (N = 2)

Taylorsville

Pretty good (N = 2)
Interesting
Crossword, word search (N = 3)
I didn't like them (N = 2)
Hard
Breathing in and breathing out
Boring
Easy
Health
Student questionnaire
Worksheets

5. The handout or activity I liked most was:

Clark

The coloring sheets.
Healthy Times (N = 8)
The crossword puzzle (N = 5)
The word search (N = 7)
The test about disagreeing and agreeing
Good

The filmstrip
The pink page
Breathing

Dollens

Crossword (N = 3)
Coloring (N = 3)
The respiratory system
The lungs
Word find (N = 9)
The one that looked like the body
Health News
The test
Filmstrips

Huron

Breathing in and out
Cut out pictures (N = 3)
The taste activity (N = 3)
The smoking
The color sheets were a lot of fun (N = 2)
None of them (N = 2)
The five senses (N = 2)
Finding words
The one about the eyeball

Nashville

The purse rating activity (N = 5)
The crossword (N = 3)
The lungs
The coloring sheets (N = 3)
Word searches
The movie
Was the filmstrip and the crossword puzzles (N = 2)
Every one of them (N = 5)

Sunman

The ones we had to color (N = 7)
About the one where you could tell how fast your pulse was going. (N = 2)
The one like a newspaper
Nothing
The respiratory system and all its parts (N = 4)
When we had to draw pictures (N = 5)
About the lungs (N = 2)
Crossword puzzles (N = 2)
Doing the book (N = 2)
The papers that we talked about. I think that it's a good thing to do and you learn about it.
All of them

Taylorsville

Only for girls (N = 2)
Coloring the fun sheets (N = 2)
Learning about smoking
Crossword (N = 2)
Word find (N = 2)
The breathing paper
The filmstrip
None
Studying
Finishing
Respiration and breathing
All of them

6. The handout or activity I liked least was:

Clark

The coloring sheets (N = 8)
The hard word search
Anatomical diagram of the respiratory system.
The crossword puzzle (N = 7)
The Health Times (N = 2)
None (N = 3)
The multiple choice test
Was the last handout
The pre-test
The blue page

Dollens

Coloring sheets (N = 2)
Word finds (N = 2)
Crossword puzzle (N = 6)
The heart
The respiratory system
The one with the dots
Nothing (N = 3)
The movies (N = 2)

Huron

I liked it. (N = 2)
Reading papers (N = 2)
The perfume
The crossword puzzle. It was crummy.
All of them
All about your lungs
The one that was the longest.
Worksheet (N = 2)
The first one
Filling out things
The boring one
Crummy. I hate it too!

Nashville

This one
Everything in and out
Part 1
Nothing (N = 12)
Coloring sheet (N = 3)
The crossword puzzle
Tests

Sunman

The picture (N = 7)
The crossword (N = 3)
Nothing (N = 3)
To glue on stuff to make a cover for the book.
The alveoli sheet (N = 2)
About the heart (N = 2)
Pulse rate (N = 3)
The coloring ones (N = 2)
Writing things (N = 2)
The breathing rate was it (N = 2)

Taylorsville

Worksheets (N = 4)
Listening
Coloring the pictures
Word search
I liked them all (N = 3)
The film
Starting
The first one we had
The pre-test

7. From the unit I learned that:

Clark

People that don't even smoke can get cancer. I thought that was interesting.
Smoking is bad for your health.
When you breathe, everything happens really fast.
What the respiratory system is and what causes cancer.
About the lungs (N = 8)
From smoking you can get lung cancer.
Smoking is very harmful in parts of the body. (N = 4)
Now more people choose not to smoke.
People can get cancer easily.
More than 25% of the fires in the U.S. were started by smokers.
There are 3 tubes in your throat instead of 2.
Anybody can get cancer (N = 2)
Not to smoke is smart.
There are all kinds of cancer.
You can get more than just lung cancer from smoking.
Smoking can shorten your life. (N = 2)

Dollens

Cigarettes are bad for you. (N = 13)
Don't smoke.
You should take care of your body.
Respiratory system.
I learned a lot.
Smoking is not good and what a alveoli is
Smoking can give you cancer.

Huron

Good (N = 2)
That smoking is bad (N = 5)
The bicep is cool
About smoking
About breathing
How your body works.
What our five senses were used for and many other things (N = 4)
The filmstrip
Learning about health is fun.

Nashville

That smoking can be very harmful to your health (N = 6)
What the trachea is (N = 2)
Learned about lungs and breathing
Where everything is and not to smoke.
We have an epiglottis.
Smoking can cause cancer. (N = 2)
Your oxygen breathed in goes to tiny air sacs called alveoli. (N = 3)
The hair in your nose has a name.
What your body is like.
How the respiratory system works (N = 2)
You can stay alive a lot longer if you take care of yourself. You will live a long time.
The cells were red and blue.

Sunman

The respiratory system is a little harder to learn about than other things.
People who smoke can die of lung cancer. (N = 4)
Smoking is very bad for your health. (N = 9)
You can die from smoking and drinking.
You should not smoke. (N = 2)
If you couldn't breathe, you would die.
The unit about smoking.
The heart pumps blood to the arteries.
Carbon monoxide is fumes from a car.
I learned that you have to take care of yourself.
You can get cancer from it.
It was better.
Smoking is not good for you. What the respiratory and circulatory system was about.

The respiratory system
That when you breathe in, your ribs go up.
The air sacs hold air

Taylorsville

Breathing in and breathing out (N = 2)
Smoking can make you very, very sick and you can't breathe as well as you should.
Smoking is bad for you (N = 3)
Smoke can cause cancer. (N = 3)
It was interesting.
I already know everything.
Health is important.
About the respiratory system (N = 2)
Was the smoking unit.

8. The unit taught me that smoking:

Clark

Is a dumb thing to start. (N = 2)
Is bad for your health. (N = 18)
Is sick.
Has lots of tar.
Has lots of bad chemicals in it and can hurt you.
Will cause cancer and shorten your life. (N = 3)

Dollens

Gives you cancer.
Is bad. (N = 18)
Don't smoke.

Huron

Really is bad for your health. (N = 16)
Causes cancer.

Nashville

Can make you die at a young age. (N = 2)
My mom and dad smoke.
When you smoke, it leaves tar in your system.
Is harmful to your heart.
Can shorten the years of your life.
Is bad for your lungs. (N = 2)
Is harmful to your health (N = 14)

Sunman

Can cause lung cancer (N = 4)
Is bad for your health. (N = 22)

Taylorsville

Can hurt you. (N = 14)
Can give you cancer.
Is really bad for your lungs.
I know what it says.

9. The part of the unit that I had the most trouble understanding was:

Clark

I understand it all. (N = 7)
Breathing (N = 2)
The part on breathing out
The red blood cell thing
Some of the pre-test
The filmstrip
About the epiglottis
Veins and arteries going to and from the heart.
How the body works (N = 4)
The part with all of the big words.
The respiratory system (N = 6)
The part about the cigarettes

Dollens

Unit 2
The word puzzle (N = 2)
Health News (N = 2)
Nothing (N = 3)
The questions in the health book.
This unit
Word find
The film
Respiration (N = 3)
The cartoon

Huron

Everything
None (N = 4)
The respiratory system (N = 3)
The names of the things that are in your body (N = 2)
About the ear
The filmstrip (N = 2)
Unit 2 (N = 2)
Good

Nashville

The pipe that went to your lungs
The test (N = 3)
Naming all the names and what system they are (N = 3)
None of it (N = 5)
About breathing
Heart (N = 2)
Lungs (N = 2)

Sunman

How the windpipe closes up
The heart (N = 6)
The cilia
The pulse rate
The respiratory system (N = 6)
None (N = 4)
The name of the air sacs
The one where you had to count how many times you inhaled
About the diaphragm (N = 2)
I had trouble on the first activity.
The drawing
Pronouncing the words
This sheet
The alveoli and where the carbon dioxide is going

Taylorsville

Nothing (N = 6)
The pre-test
About breathing in and out (N = 3)
What they meant.
Any
The alveoli
Learning how you grow (N = 2)

10. My teacher made the unit interesting by:

Clark

Letting us answer the questions in the newspaper.
Explaining (N = 8)
Showing us different things (N = 2)
Talking about it with us
By taking it slow so we could understand (N = 6)
Telling us a lot more about smoking (N = 2)
Showing a filmstrip (N = 2)
Telling it like it is
Giving us tests about it
The way he explained the poster and the color pages
Saying not to smoke because sometimes you can't stop once you start
Talking about other things that weren't in the unit.

Dollens

Reading
Telling us about it (N = 7)
The color sheets
Showing the filmstrip (N = 4)
Nothing
Making it fun

Huron

Going over it so we could understand it better (N = 6)
Telling me to sit down and work
The filmstrips (N = 5)
Making it fast
Making me laugh, how to get hic-ups to go aways.
Ditto pages
Not yelling
I like to do it

Nashville

Reading the questions
Giving us worksheets
Doing it the way she normally does things
Doing the puzzle
Telling us how all the parts of the body work.
Letting us go over it together (N = 4)
My teacher didn't have to make it interesting; it already was.
Explaining it to us. (N = 8)
Making it hard
Putting up a poster
Showing us the movie

Sunman

Showing us filmstrips and other stuff (N = 2)
Explaining it on the overhead
Doing experiments (N = 5)
Reading us stories on the respiratory system
The way he explained it to us (N = 7)
The graph (N = 2)
The body he brought in (model)
Having a crossword puzzle
Showing us pictures and giving us pages to color and stuff (N = 3)
Having us make a booklet
Reading out of our health book

Taylorsville

Telling us about it (N = 8)
Showing us the same filmstrip 3 times (N = 2)
Talk more
Helping us with the breathing worksheet (N = 2)
Showing us things on paper

11. The most important thing I learned was:

Clark

Your lungs can get really dirty by smoking. The lungs get covered by tar.
What smoking can do to you (N = 4)
Not to smoke (N = 6)

That smoking is bad (N = 8)
You have to be aware of smoking even in the 6th grade.
How the respiratory system works.
That my dad can quit smoking if he really wants to
If you smoke a pack a day, then you would of inhaled a cup of tar.
That you can get cancer even if you don't smoke.
That smoking turns your blood cells into cancer
Not to smoke and try to keep others from starting.
That it is stupid to smoke.
How your body is inside and how it works.

Dollens

To not smoke (N = 6)
Smoking is bad (N = 4)
Breathing
About smoking (N = 2)
Respiratory system (N = 5)

Huron

About the respiratory system
Smoking is bad for you (N = 2)
To take care of your body
Smoking (N = 2)
Our health and five senses
The lungs
To talk about it
About the eyeball and it was yucky
Not to smoke (N = 5)
About the body
That smoking is childish
Science

Nashville

The heart
How you can damage your heart and lungs by smoking
What the American Cancer Society is
To exercise
Not to smoke (N = 6)
Smoking has bad chemicals.
How you breathe
What are some of the parts of the body. (N = 2)
Smoking can cause cancer.
We should exercise often. (N = 3)
I thought everything was important. (N = 2)
I should never smoke or even try it.
Your heart is the main organ of your body.
That smoking is not good for you.

Sunman

Do not smoke. (N = 8)
How you breathe
How the blood goes through the heart

About the respiratory system (N = 4)
The lungs and the heart (N = 5)
That a person could live with one lung
Smoking is bad for your health (N = 5)
About smoking (N = 2)

Taylorsville

Human growth (N = 3)
To not smoke (N = 2)
The respiratory system
Smoking can cause cancer.
To take care of your health
Everything I made
Some kids do it to be cool.
Breathing
Smoking is bad for you. (N = 6)
Heart

12. That is important because:

Clark

Your lungs should be clean.
I don't want to smoke and can tell others about smoking.
If you do you'll want more and more.
It will give you cancer. (N = 5)
You could die. (N = 5)
I care about my health.
Smoking is a big decision.
You shouldn't smoke (N = 2)
Someday I am going to be a E.M.T.
Many people who smoke don't know about the damage smoking can do. (N = 3)
My dad means a lot to me.
Tar turns your lungs black.
A lot of people smoke and cancer kills people.
I could get hurt and so could others.
If you want a good reputation and a good life, don't smoke.
It makes your lungs really brown and yucky.

Dollens

People need to know about health.
It hurts your lungs.
You live longer.
You can die of cancer. (N = 5)
We would die if we didn't breathe.
You learn about breathing.
It helps you live.
I won't do it.
It's bad for your health.
I'll now know the parts of my body.
It's interesting.
It takes 2 seconds off of your life everytime you smoke a cigarette.

Huron

It keeps us alive.
You take care of yourself.
Because you can get cancer and die. (N = 5)
Without them, we would die. (N = 2)
I like it.
I learned about the lens of the eye.
It can kill you.
You may have someone sick and you're the only person there.
It is bad for your health (N = 2)
You could get mouth, lips, tongue, and lung cancer.
You don't want lung cancer.
I say so.
I think it is a thing to stop smoking.

Nashville

It helps you live.
I am going to smoke when I grow up.
They help doctors to fight cancer.
I don't want to smoke or be weak.
You may die soon. (N = 2)
It helps me not to smoke when I am older.
I would know what to do if something happened.
People would mistreat their body if they didn't learn some of these things.
You can die from cancer. (N = 4)
Your legs may get out of shape.
I thought all of it was important because it's bad to smoke and everyone should know. (N = 2)
I will become addicted if I try smoking.
I will need it when I am older.
You don't want tar to form on your lungs.
You should not smoke. (N = 3)

Sunman

You need lungs to breathe. (N = 6)
You would die if the blood didn't go through the heart.
I liked studying the respiratory system.
It tells you things about your body.
We would die if the heart stopped pumping blood.
I won't smoke.
The heart and lungs keep you alive (N = 2)
My dad smokes a lot.
You could die of cancer. (N = 2)
You could die from smoking. (N = 4)
You should not smoke. (N = 3)
Smoking causes your lungs to turn black.
My father used to smoke and he quit. He would wake up in the morning and cough.
You can get cancer. (N = 2)
I've almost got chronic asthma.
I know now not to smoke.

Taylorsville

You could die from smoking. (N = 2)
Smoking is bad for you.
I learned about my breathing.
I don't want to see someone who has cancer.
Health is important.
You are smart.
You can get cancer and also you don't have to smoke to be cool.
I could get my mother to quit.
It was interesting.
It can help you.
You stay alive.
Someday you probably want to.
Know about growth. (N = 3)

13. The American Cancer Society:

Clark

Is a good organization and I hope more people stop smoking.
Is a good society. (N = 9)
Is a place where they tell you about cancer, breathing, and smoking.
Is an organization that helps to fight cancer. (N = 14)
Is really nice to have. (N = 3)
Thinks you should not smoke.
Is fun, interesting, and logical.
Is helping.
Teaches about cancer in an understanding way.
I really don't know what it is. (N = 2)
Is a group that tries to make people understand how dangerous smoking is.
Is a society that helps teach us what's good and bad to our health.
Is something that teaches people about smoking. (N = 4)
Is a society that tries to teach and help people about smoking. (N = 2)

Dollens

Is bad.
Says not to smoke. (N = 2)
Nothing.
Helps people stop smoking.
Thank you.
Can help you.
Asks you not to smoke.
Is doing good work.

Huron

Gives out information on health.
Was good.
Says it's a matter of life and breath.
Helps to make cures for cancer. (N = 2)
Talks about the gross parts.
Is a very nice thing to have. It is fun. (N = 4)
A good time.
Helps you not to smoke.
I liked it.

Nashville

Helps stop smoking.
Is good at teaching kids about health. I learned a lot.
Is good for the world.
Raises money for doctors to find ways of preventing cancer. (N = 3)
I liked it a lot. (N = 2)
Is a good organization. (N = 4)
Are people that raise money for people who have cancer. (N = 4)
Is very helpful to a lot of people.
Is great.
Was so nice that they sponsored this and I am glad.
Wants you to prevent smoking.
Gave us a film to see.
Is trying to tell you not to smoke.
Is an important thing to have.

Sunman

Help people try to stop smoking. (N = 15)
Is the best.
Would like you to donate blood.
I think it's a good idea. People will stop smoking.
Put labels on cigarettes stating not to smoke.
Is helping people that have cancer.
Is helping the unit.
Helps fight cancer so that you live longer.
Is helping people. That is good.
I like the idea of what they do.
They get more people to smoke.
Is a place to treat cancer.
I think it is helpful because some of the commercials they have on T.V. are helpful. (N = 2)
Is very good. (N = 3)
Should not have pictures and stuff like that because people already know.

Taylorsville

Tries to prevent it.
Are great people for sending this to us.
Tries to prevent a way to stop cancer.
O.K.
Is good. (N = 4)
Help people with cancer.
I like them.
To keep you in good health.
Wants us not to smoke.

14. I think students in other classes would or would not like the materials.

	Would	Would Not	NR
Clark (27)	24	3	
Dollens (21)	19	1	1
Huron (18)	11	6	1
Nashville (21)	20	1	
Sunman (28)	20	8	
Taylorsville (18)	13	4	1
Total	107	23	3

15. I think these materials are better than, about the same as or worse than most materials we have used in our class.

	Better Than	About the Same As	Worse Than	NR
Clark (27)	14	13	0	
Dollens (21)	11	9	0	1
Huron (18)	6	9	2	1
Nashville (21)	15	6	0	
Sunman (28)	14	12	2	
Taylorsville (18)	6	10	0	2
Total	66	59	4	4

B3: Student Interview Data: Unit 6, Starga's World

School	Grade	Boys	Girls	Total
Patricksburg	6	14	14	28
Clark	6	11	16	27
Total		25	30	55

1. What I liked most about the unit:

Patricksburg

I liked the health game.
Discussion, role playing (N = 3)
Decision making (N = 17)
Filmstrip (N = 2)
It was fun.
What's your ending?
Habits
Comic worksheet
Learning not to smoke

Clark

It showed how to make the right decisions. (N = 4)
Healthy Times
Filmstrip (N = 10)
The examples our teacher gave us.
It helped me to understand.
The worksheets
It was interesting and fun to do. (N = 2)
Pre-test and game
Was it wasn't hard
The game
I liked the papers because it taught us the most.

2. What I liked least about the unit was:

Patricksburg

Research project (N = 10)
The debate (N = 4)
Decisions and values (N = 11)
Conduct a class study of advertisement.
Discussion
That they said all junk food was bad.
Nothing
Habits
What should you do on practice for emregency situations
Conduct a class.
Story problems

Clark

Nothing (N = 4)
I don't know.
I liked everything. (N = 3)
Stupid questions
The eye in the filmstrip
Worksheets (N = 6)
Values
All of these tests (N = 4)
Filmstrip
Some was hard

3. The filmstrip we saw was:

Patricksburg

Weird
Neat (N = 2)
Good (N = 8)
O.K.
Childish
Sorta neat and funny
Not to the point
A good film to see and it was funny so we learned things because we wanted to watch.
Very, good, repro-master
Fair,sometimes it was crazy but sometimes it was good.
Starga's World (N = 6)
Medium
A girl that came from orbit and she had tried to smoke a cigarette
Kinda dumb and good
Not bad

Clark

O.K.
Good and interesting
Good and not boring
Good (N = 4)
Funny (N = 5)
Very helpful
Fantastic
Very interesting, better than the health news
Great
Neat, weird
Boring
Not interesting
O.K., but sort of strange
Interesting
Alright
Very neat

4. The handouts we used were:

Patricksburg

O.K. (N = 2)
Fun (N = 3)
Interesting (N = 4)
Pretty nice
Fair
Interesting and fun (N = 2)
Repro-master (N = 2)
It was boring.
Fun and sometimes interesting
Good
Good and bad
Kind of hard. I didn't understand the part about values.
Teaching us lots of things to help you.
What smoking can do to your health
Neat (N = 2)
Some too long, some not.
Fun and easy
Student questionnaire for Health Network unit
Decisions and values, story problems, Kelly's Decisions, Steve's Decisions, question on smoking what should you do.

Clark

Fun (N = 6)
O.K.
Good (N = 5)
Neat (N = 2)
Decision making
Worksheets and handouts and cartoons and newspaper articles
Nice
Good for teaching with
Not too good
Fun, challenging
Sick
Bad, nothing
Kinda hard
Kind of fun
All tests
Alright
Hard to learn

5. The handout or activity I liked most was:

Patricksburg

What should you do.
Repro Master #4 (N = 9)
Steve's decisions (N = 3)
Repro Master #3 (N = 7)
Kelly's Decision
Repro Master #6 (N = 3)

Repro Master #5 (N = 4)
Health game
Repro Master #1
The comics
Habits
Questionnaire on smoking cigarettes (N = 2)
Creating T.V. commercials

Clark

The comics (N = 4)
Starga's World
Health game (N = 2)
The handout with the list of values
Kelly's Decisions (N = 3)
Newspaper articles
Cartoon (N = 2)
Post-test
Smile and frowny faces
Choosing your own caption
The last one
Good
None of them
The 2-page pink one on health news
The health news
The filmstrip

6. The handout or activity I liked least was:

Patricksburg

Making tough decisions
Repro Master #6 (N = 3)
Repro Master #5 (N = 5)
I liked them all (N = 2)
Repro Master #1 (N = 8)
Decisions and Values
Repro Master #2
Story Problems (N = 3)
The research project
Questions on cigarette smoking
Role playing

Clark

Repro Master #6
The heart word search
I don't know.
The stories
Repro Master #2
The questions
Decision making (N = 2)
Repro Master #3
The ones where you read the stories
Pre-test
None (N = 3)

Story problems
The worksheet
The filmstrip
This pink one
The coloring sheets

7. From the unit I learned that:

Patricksburg

Smoking is bad for you (N = 12)
Smoking can cause cancer.
I will not smoke.
That smoking is bad for your health and even though you're tempted, don't take a puff.
It was very boring.
Smoking was dumb, I don't think I'll ever smoke.
You should think over things before making your decisions.
Was how cancer does to you
You can make the right decisions (N = 3)
#2 story problems
That people have many values
Smoking and how it could kill you

Clark

Decision making is important (N = 8)
Smoking is bad for your health (N = 5)
Smoking is stupid.
Decisions are important. (N = 2)
Smoking is dumb.
You are not supposed to watch T.V. too long.
About junk food
Everyone has different values. (N = 2)
You shouldn't smoke just to make you look big.
Smoking is bad and how to make a decision and not to eat that much junk food.
Your values are most important in decision making.
I shouldn't take a cigarette.

8. The unit taught me that smoking:

Patricksburg

Smoking was bad for your health. (N = 21)
Can cause cancer. (N = 2)
Was a bad thing to do.
Can hurt your lungs and your heart.
Isn't good for my health.
Is really dumb (N = 2)

Clark

Is bad for your health. (N = 14)
Is stupid (N = 4)
Is harmful (N = 3)

Is gross
Is dangerous and bad
Can give you cancer which is deadly.
Is one of the big decisions we will have to face
Makes some people sick.
Was not good for me

9. The part of the unit that I had the most trouble understanding was:

Patricksburg

Research project
Decisions and values (N = 8)
None
Story problems
This paper (N = 3)
Repro Master #1
Repro Master #2

Clark

The worksheets (N = 2)
Why the people smoke (N = 2)
None (N = 12)
Red blood cell thing
Values
The pre-test
This pink paper
The stupid questions

10. My teacher made the unit interesting by:

Patricksburg

Explaining what the units are all about to make sure we understood (N = 10)
Making jokes
Playing the game
Doing nothing
Getting us involved with the class
He didn't make it interesting.
Helping out
Teaching us smoking is bad for our health
Changing the one about smoking

Clark

Showing us movies (N = 2)
Telling us what he thinks
Letting us play the game (N = 8)
Taking it slow
Showing us the game (N = 2)
Saying how important decisions are, and talking about some he'd make. (N = 2
Helping us understand it (N = 7)

11. The most important thing I learned was:

Patricksburg

Health (N = 2)
Not to smoke (N = 18)
About smoking, cancer and health (N = 2)
What smoking does to your health
Decision making
It's hard to make right decisions and smoking is bad for you.
Smoking is out of my concern.

Clark

Smoking is bad. (N = 3)
Not to smoke (N = 6)
To make my own decisions (N = 9)
If you smoke just for people to like you, it is not smart.
Everything
Making up your mind
About smoking
Not to watch a lot of T.V.
Think about values. (N = 2)
Smoking is stupid.

12. That's important because:

Patricksburg

Smoking is bad. (N = 13)
People get killed every year by cigarette smoking or get killed on joints.
We should understand.
You could die with cancer. (N = 4)
You don't want to smoke.
It can harm your lungs.
Not all people make the right decision.
You need a healthy body.
We should know it when you grow up so we can take care of ourselves.
Of my health
I hate it and it is bad for your health.

Clark

Of your health (N = 3)
You get cancer. (N = 2)
If other people push me into smoking, they will try to make me do other things.
You have to make your own decisions. (N = 6)
I need to know how.
You need to know it.
It can change your life.
Smoking can kill you. (N = 5)
You can get yourself into a lot of trouble.
I don't smoke.
The future is very important.
It's bad for you.

I usually watch T.V. alot.
I don't want to get hooked on smoking.
You have to think about that.

13. The American Cancer Society:

Patricksburg

Is very nice. (N = 3)
Is no-smoking central
Helps fight lung cancer.
Helpful in giving us lessons
Helps you learn to find out what smoking can do to you.
Helpful by handing stuff out
Helped us learn about smoking.
It can't say anything better.
Helps people to not smoke. (N = 7)
Is very important to America because it tells you that smoking is wrong.
Is a good place
Is caring
Showed me what lungs looked like after smoking.
Helpful, they show you how to take care of your heart.

Clark

Is a group of people trying to get you off cigarettes.
They try to make you stop smoking. (N = 2)
Is a place where you can learn about smoking
Is helpful (N = 2)
Is a good society (N = 4)
Thinks you should not smoke
Is nice to have when you need it
Is a society that teaches you stuff that everyone needs to know
Is a club used to kill cancer
Is nice
Helps people to try and make the right decisions
Is groovy
I don't know. (N = 2)
Is a great idea
Is something that helps people understand about their health.
Is a group to help people make decisions
Is trying to get people to stop smoking and being stupid
Is a place that is trying to find cures for cancer and helps people to quit

14. I think students in other classes would or would not like the materials:

	Would	Would Not	NR
Patricksburg (28)	24	4	
Clark (27)	21	7	
Total	45	11	

15. I think these materials are better than, about the same as, or worse than most materials we have used in our class.

	Better Than	About the Same As	Worse Than	NR
Patricksburg (28)	21	5	2	
Clark (27)	14	11	2	
Total	35	16	4	

APPENDIX C: ANALYSIS OF READABILITY AND COMPREHENSION

ANALYSIS OF READABILITY AND COMPREHENSION

A readability index is a measure of reading difficulty expressed as a function of the educational level needed to read the material without difficulty. Readability indexes are expressed as the "grade level" of education at which a reader should not encounter difficulty in reading the material being evaluated. A readability index of 3.0 indicates a level of reading difficulty which would require an educational level equivalent to the start of third grade. An index of 3.5 would indicate a level of difficulty appropriate for use halfway through the third grade.

Comprehension level is a measure of comprehension difficulty expressed as a function of the educational level needed to understand communication (which may be written, oral, or non-verbal) without difficulty. Comprehension levels are also expressed as a "grade level" of education. In practice, readability indexes are used to describe the comprehension level of written material, and transcripts of spoken or recorded materials are often subjected to readability tests to determine the comprehension level of oral communication. (Doak and Doak, 1980)

Readability indexes use several variables to calculate the level of reading difficulty. Such variables may include sentence length, paragraph length, number of polysyllabic words, and idea density. The indexes do not measure other factors related to reading difficulty such as conceptual difficulty, organization, content, or reader characteristics. (Office of Cancer Communication, 1979)

The "SMOG Index" is a popular readability index which is especially valuable for use in health communications. Since it is not unduly affected by a few complex words, such as are found in common medical terminology, this index is preferred by many health communications specialists. (Office of Cancer Communications, 1979; Doak and Doak, 1980) The SMOG Index was developed in 1969 by G. Harry McLaughlin (1969). Other popular readability indexes include the "Flesch Index" (Flesch, 1948) and the "FOG Index" (Gunning, 1968). Readability indexes are accurate within 1.5 grade levels, and are suitable for use on materials intended for third grade and above. For this reason, only the Health Network materials were tested using standard readability formulas. Both written materials and transcripts of the recorded materials were subjected to three readability tests: the SMOG Index, the Flesch Index, and the FOG Index. The results are shown below:

READABILITY INDEXES OF HEALTH NETWORK MATERIALS

	SMOG Index	Flesch Index	FOG Index
Unit 4 (Fourth Grade)	4.	4.2	3.8
Unit 5 (Fifth Grade)	5.	4.9	5.0
Unit 6 (Sixth Grade)	5.	5.3	5.2

(Degree of Confidence ± 1.5 grade levels)

The results of the three independent indexes indicate that each of the three units of the Health Network tested were found to be written at the appropriate level of difficulty for the intended grade level. Students should not find the materials too difficult, but they should find the materials challenging enough to be interesting. Unit 6 appeared to be appropriate for use at the fifth grade level as well, and this finding may be useful to teachers in school systems which use the "middle school" concept (linking grades K-5 and 6-8 in separate schools). In kindergarten to grade five schools, the unit could be used as an additional unit for fifth grade students.

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Office of Cancer Communications, Readability Testing in Cancer Communications, National Cancer Institute, NIH Publication No. 79-1689, Washington: USGPO, 34 pp., 1979.

Prepared by William J. Bailey, M.P.H.

An Evaluation of the American Cancer Society
Elementary School Public Education Programs

VOLUME 4: TEACHER UTILIZATION STUDY

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1983

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APPENDIX A: TEACHER UTILIZATION STUDY SURVEY INSTRUMENT. 333

BACKGROUND OF THE STUDY

Sample Selection

In addition to assessing the effectiveness of the teaching kits An Early Start to Good Health (K-3) and Health Network (4-6), a study was undertaken to examine teacher utilization practices in regard to the materials. The population for the utilization study included 45 elementary schools located in District 10 of the Indiana Division of the American Cancer Society. According to ACS records, teaching kits had been placed in each of the schools. Principals at each of the 45 schools were contacted and requested to complete a survey instrument concerning the school's utilization of the materials (Appendix A). Twenty-seven of the 45 schools (60%) completed and returned the surveys.

Demographic Information

The 27 schools responding to the survey were located in communities of varied populations:

50,000 or more	(5, 18.52%)
25,000 - 49,999	(2, 7.41%)
10,000 - 24,999	(2, 7.41%)
3,000 - 9,999	(6, 22.22%)
Less than 3,000	(9, 33.33%)
No response	(3, 11.11%)

The total enrollment at the 27 schools was 10,082 students ($\overline{X}$ = 387.77) with a range of 125 to 850. The student population at each of the schools was at least 90% Caucasian. A total of 356 faculty members in grades K-6 were reported at 26 schools ($\overline{X}$ = 13.69) with a range of 5 to 28; 205 teachers were reportedly assigned to grades K-3, 147 teachers were reportedly assigned to grades 4-6, and four teachers apparently held some other type of appointment.

FINDINGS

Introduction

A total of 155 teachers at 19 of the 27 schools ($\bar{X} = 8.16$) participated in the completion of the survey instrument, while one individual at the eight remaining schools apparently completed the instrument for that school. The majority of the schools reported currently having copies of An Early Start to Good Health (24, 88.89%) and Health Network (20, 74.07%), and these self-reports varied only slightly from ACS records regarding the placement of kits within elementary schools in District 10. When asked if any portions of the kits were missing or in need of replacement, 20 schools (74.07%) reported no; five schools (18.52%) reported yes; and two schools (7.41%) did not respond.

Location of Materials

A total of 194 teachers at 21 of the 27 schools (77.78%) were aware that An Early Start to Good Health (K-3) was available in their schools, while 138 teachers at 17 of the 27 schools (62.96%) were aware that Health Network (4-6) was available. Some 242 teachers at 22 of the 27 schools (81.48%) knew where the materials were stored. Storage locations reported at the 27 schools included the library (14, 51.85%); resource room (5, 18.52%); individual classroom (5, 18.52%); and no response (3, 11.11%). No school reported experiencing problems related to the fact that only one set of materials was placed in the school.

Documentation of Utilization

When the 27 schools were asked if teachers completed and mailed the ACS Usage Report Card after using the kits as requested by ACS, the responses included yes (1, 3.70%); sometimes (2, 7.41%); no (21, 77.78%); and no response (3, 11.11%). Sixteen schools indicated that the school had not received Usage

Report Cards or that the school had not been requested to complete the cards, while six schools reported that the teachers chose not to complete the cards. Three of the schools had exhausted their supply of cards, and one school was unclear as to how to complete the cards. Only one school reported using a local documentation system other than the Usage Report Card.

Actual Usage by Teachers

When asked how many of the teachers in the school had actually used the kits in their classrooms, 22 schools (81.48%) reported that 94 of 205 teachers (45.85%) had used An Early Start to Good Health, and 16 schools (59.26%) reported that 45 of 147 teachers (30.61%)had used Health Network. A total of 139 of 356 teachers at 24 schools (39.04%)had used portions of one or both kits. Interestingly, some of the 27 schools reported that all teachers in the school had utilized the materials, while some schools reported that few if any of the teachers had utilized the materials.

Attendance at Orientation Session

Only seven of the 27 schools (25.93%) reported that any of their teachers had attended an ACS orientation concerning use of the kits. Seventeen schools (62.96%) reported that no teachers attended an orientation session, and three schools (11.11%) did not respond.

SUMMARY

Information obtained from the 27 elementary schools provided insight into the practices regarding utilization of the two teaching kits in the schools. The following observations are drawn from the utilization study:

The number of schools reporting possession of the kits correlated closely with ACS records concerning the original placement of the kits.

The majority of the schools reported that the kits in their possession were in good repair.

Teachers in the 27 schools were generally aware that the kits were available in their schools, and they knew where the kits were stored.

The main locations for storing the kits included (1) the school library, (2) the school resource room, and (3) individual classrooms.

The fact that only one kit was placed within each school was not a detriment to utilization of the material.

Actual utilization of the kits by teachers in the 27 schools was substantial as evidenced by the fact that 139 of the 356 teachers (39.04%) were reported to have used the kits. An Early Start to Good Health was used somewhat more extensively than Health Network.

Some schools reported that all teachers had utilized the materials, while other schools reported that few if any teachers had utilized the materials.

The Usage Report Card system of documentation was ineffective, since 21 of the 27 schools (77.78%) reported that the cards were not completed and mailed as requested. Major reasons for non-compliance included failure to receive the cards, lack of a request to complete the cards, and teacher decision not to complete the cards.

The orientation session provided for teachers by ACS prior to the use of the kits is of undetermined value in promoting the effective use of the materials, since only seven of the 27 schools (25.93%) using the materials reported that their teachers had attended an orientation session.

APPENDIX A: TEACHER UTILIZATION STUDY

SURVEY INSTRUMENT

INDIANA UNIVERSITY

SCHOOL OF HEALTH, PHYSICAL
EDUCATION AND RECREATION

DEPARTMENT OF HEALTH & SAFETY EDUCATION
HPER Building
Bloomington, Indiana 47405
(812) 335-3627

September 24, 1982

Dear Principal:

As a service, the American Cancer Society provides teaching materials to schools at no charge. Two curriculum packages are designed especially for the elementary grades: An Early Start To Good Health (K-3), and Health Network (4-6). Our records indicate that your school has received one or both of these curriculum packages. Indiana University has been asked by the American Cancer Society to evaluate the curriculum packages to determine:

1. To what extent are the curriculum packages currently being used?
2. How do teachers feel about the curriculum packages?
3. Do children learn as a result of using the curriculum packages?

Your school can assist in answering question #1. Only one utilization study is being planned, so your cooperation and participation are vital. Specifically, we are requesting that you and your faculty complete the enclosed survey form. The form contains background questions about your school (Section I), and some general questions requiring information from your faculty (Section II). While you can complete Section I, it is preferable that Section II be completed collectively by your teachers in a faculty meeting or at some other time when the teachers are together.

Your assistance is genuinely appreciated. We realize that you and your faculty have full schedules, but your support is invaluable to the success of our study; and your support will help to ensure that the American Cancer Society continues to make quality teaching materials available to public schools at no charge. Should you have questions, feel free to contact Janice Lave, Project Evaluator, at Indiana University (812-335-7974). Please return the completed survey form in the enclosed envelope no later than October 25, 1982.

Sincerely,

Marilyn Eaton

Marilyn Eaton, Coordinator
District 10, American Cancer Society

William J Bailey

William J. Bailey, Project Coordinator
Indiana University

Enclosures

UTILIZATION STUDY OF AMERICAN CANCER SOCIETY CURRICULUM PACKAGES

Name of Elementary School ____________________

Mailing Address ____________________

____

Name of Principal ____________________ Telephone Number __________

SECTION I. BACKGROUND INFORMATION

Please provide the following information concerning your faculty and student body:

1. Population of Community (Check one.)

_____ 50,000 or more
_____ 25,000 to 49,999
_____ 10,000 to 24,999
_____ 3,000 to 9,999
_____ less than 3,000

2. Percentage of Students by Race:

_____ Black
_____ Caucasian
_____ Hispanic
_____ Other

3. Total number of students enrolled for the 1982-83 school year: __________

4. Total number of school faculty members: ____________________

5. Distribution of teachers by grade level:

Kindergarten _____
Grade 1 _____
Grade 2 _____
Grade 3 _____
Grade 4 _____
Grade 5 _____
Grade 6 _____
Other _____ (Art, Reading, PE, etc.)

SECTION II. UTILIZATION OF MATERIALS

The following section of questions should be answered by the school faculty. Please obtain the answers during a faculty meeting or at some other time when the teachers are assembled in a meeting or other gathering.

1. How many faculty members participated in answering the following questions? _____

2. Does your school currently have copies of the ACS curriculum packages? (Check.)

	Yes	No
An Early Start To Good Health (K-3)	_____	_____
Health Network (4-6)	_____	_____

If your school no longer has copies of these curriculum packages, do you know what happened to them? (Please explain briefly.)

If your school currently has the ACS curriculum packages, please complete the remaining questions. If not, please return the survey form in the envelope provided.

3. To what extent are teachers aware of the existence of the ACS curriculum packages in your school?

_____Number of teachers who know that the school has a copy of An Early Start to Good Health.

_____Number of teachers who know that the school has a copy of the Health Network.

4. Do teachers know where the materials are located?

_____Number of teachers who know where the materials are located.

_____Number of teachers who do not know where the materials are located.

5. Where are the curriculum packages usually stored in the school? (Check one.)

_____Teacher's resource room

_____A.V. room

_____School library

_____Individual teacher's classroom(s)

_____Other (Please Specify):______________________________

6. Have teachers experienced problems using the materials because only one set of materials is available?

_____Yes. Sometimes more than one teacher wants to use the materials at the same time.

_____No. Teachers have no problem scheduling use of materials.

7. Have formal scheduling and check-out procedures been established for teachers to use the materials? (Check all answers that apply.)

_____Yes. Teachers may schedule use of the materials in advance.

_____Yes. Teachers sign-out the materials when they are using them.

_____No. There are no formal procedures established for scheduling or checking-out the materials.

8. Are any portions of the packages currently missing or in need of replacement?

_____No _____Yes (If yes, please indicate what portions need to be replaced.)

9. Do teachers complete and mail the ACS Usage Report Card to the ACS after using the units? (The Usage Report Card documents the number of students who have used the materials in the classroom.)

_____Yes. Teachers routinely complete the Usage Report Card.

_____Sometimes. A few teachers routinely complete the Usage Report Card.

_____No. Teachers have not been completing the Usage Report Card.

10. If only a few teachers or no teachers routinely complete the Usage Report Card, what are the reason(s) for lack of compliance? (Check all answers that apply.)

_____The school did not receive any Usage Report Cards.

_____Teachers were not asked to complete the Usage Report Card.

_____The school currently does not have any more copies of the cards.

_____The school has copies of the cards, but it is unclear what to do with them.

_____The teachers chose not to complete the cards.

_____Other:____

____

11. Are other reporting or documentation systems being used in the school instead of or in addition to the Usage Report Card?

_____Yes. A form is attached to each curriculum package to document the number of students using the materials.

_____Yes. A form is attached to each curriculum package to document the amount of instructional time (classroom hours) that is spent using the materials.

_____Yes. Other:____

_____No. No other reporting or documentation system is used.

12. How many teachers in your school have used the ACS materials in their classrooms?

_____Number of teachers who have used An Early Start to Good Health.

_____Number of teachers who have used Health Network.

13. How many teachers attended an orientation session given by an ACS staff member or volunteer concerning the use of the curriculum packages?

_____Number of teachers who have attended an orientation session.

_____Number of teachers who have not attended an orientation session.

14. Please use this space to provide any additional comments you may have concerning the use of the materials.

Please list (1) the names of all teachers who have used the curriculum packages, (2) their grade levels, and (3) which of the curriculum packages that they have used, (An Early Start To Good Health and/or Health Network).

Name of Teacher	Grade Level Taught	Materials Used (Check)	
		Early Start	Health Network
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

If additional space is needed, use the back of this sheet. Please return the completed survey form in the envelope provided no later than October 25, 1982. Your assistance is genuinely appreciated.